

Academic Library Outreach: A View from the Field

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Abstract

Using a mixed-method sequential research design, this exploratory study seeks to offer a better understanding of the form, function, and extent of public outreach and engagement initiatives in UK academic libraries *and* provide a tool kit of good practice to support the preparation, delivery, and evaluation of outreach events.

Although well documented in the North American academe, the topic of academic library outreach and public engagement initiatives remains largely unexplored in the UK. Indeed, the research reveals that even those responsible for creating and delivering unique, innovative, and imaginative outreach programmes and events have themselves not yet developed robust or effective structures and procedures to record, evaluate, and report upon the impact and value of the work they undertake.

The project also attempts to ascertain whether UK librarians' outreach endeavours are linked to wider institutional and socio-political discourse endorsing the value of the 'publically engaged' university, in part, as an antidote to rising tuition fees. A further aim is to determine whether academic library outreach is increasing as a result of government policies intent upon improving HE participation amongst traditionally under-represented social groups by 2020, as articulated in the 2016 White Paper *'Success as Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice'*, alongside other key socio-economic and political factors.

An initial series of semi-structured interviews, followed by a nationwide online survey, supplied the essential qualitative and quantitative data for the study. Overall, interviewees and survey participants report a perceived increase in library outreach activities during recent years. Growing numbers of library visit requests from local schools and colleges seeking additional support for pupils undertaking the EPQ qualification is a common denominator, alongside a genuine preparedness to adopt an 'open doors' policy towards unaffiliated user groups and members of the general public.

Although a strong starting point, the project findings emphasise how more research is needed to expand and refine the exploratory work undertaken here, especially if academic libraries are to become key players in national access and widening participation agendas, as speculated by outreach specialists at the researcher's home university and elsewhere.

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Author's Declaration

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Signed

Date

This work is the result of my own investigations, except where otherwise stated. Where correction services have been used, the extent and nature of the correction is clearly marked in a footnote(s).

Other sources are acknowledged by footnotes giving explicit references. A bibliography is appended.

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Date

I hereby give consent for my work, if accepted, to be available for photocopying and for inter-library loan, and for the title and summary to be made available to outside organisations.

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Date

Table of Contents

	Page(s):
Abstract	i - ii
Acknowledgements	iii
Author's Declaration	iv
Table of Contents	v -viii
List of Figures and Tables	ix - xi
List of Abbreviations and Acronyms	xii - xiii
List of Appendices	xiv
1. <u>Chapter One – Introduction</u>	1 – 10
1.1 Central Research Questions	1
1.2 Project Background	1 - 2
1.3 Academic Library Outreach – Why Is It Important? Why Now?	2 - 8
1.4 Personal and Professional Motivations	8 – 10
2. <u>Chapter Two – Literature Review</u>	11 - 25
2.1 Introduction	11
2.2 Key Search Terms	11 - 12
2.3 Resources, Library Collections, Databases and Aggregated Search Tools	12 – 13
2.4 Academic Library Outreach and Public Engagement: Definitions and Key Concepts	13 – 14
2.5 'Outreach' Versus 'In-Reach'	14 – 16
2.6 Treatment in the Literature: Key Trends and Influential Scholars	16 – 17
2.6.1 The North American Bias	17 – 18
2.6.2 The Dominant Singular Case Study Approach	19
2.7 Inspirational Methods	19
2.7.1 Survey Research	19 - 21
2.7.2 Significant Others	21 – 24
2.8 Summary	25

3. <u>Chapter Three - Research Design and Methodology</u>	26 - 35
3.1 Introduction	26
3.2 Overview and Rationale	26
3.2.1 Mixed-Method Approach	26 – 27
3.3 Method One: Semi-Structured Interviews	27
3.3.1 Introduction and Design	27 – 28
3.3.2 Rationale	28 – 29
3.3.3 Sampling	29
3.3.4 Ethical Considerations	30
3.4 Method Two: Online survey	30
3.4.1 Introduction and Design	30 - 31
3.4.2 Rationale	32 - 33
3.4.3 Piloting	33 - 34
3.4.4 Sampling	34
3.4.5 Ethical Considerations	35
 4. <u>Chapter Four – Interview and Survey Results and Discussions</u>	 36 – 69
4.1 Overview	36
4.2 Method One: Semi-Structured Interviews	36 – 37
4.3 Semi-Structured Interview Results and Discussion	37
4.3.1 Job Titles, Roles and Responsibilities	37 – 38
4.3.2 Gender and Age	38
4.3.3 Funding, Staffing, Other Resources and Support	38 – 39
4.3.4 Professional Skills	39 – 40
4.3.5 EPQ Support	40 - 41
4.3.6 Internal Collaborations	41 - 43
4.3.7 Lack of Formal Feedback and Reporting	44
4.3.8 Differences in Approach	44 – 46
4.4 Method One: Interim Conclusions	47
4.5 Method Two: Online Survey	47
4.6 Gender and Age	47 – 48
4.7 Job Titles, Roles and Responsibilities	48 - 52

4.8 Academic Mission, Values and Identity	52 – 53
4.9 Event Format and Participation Rates	53 – 58
4.10 Partnership Working	58 – 60
4.11 Access, Services, Facilities and Resources	60 - 62
4.12 Feedback and Reporting	62 – 65
4.13 The Future	65 – 70
5. <u>Chapter Five - Tool Kit</u>	71 – 80
5.1 Introduction	71
5.2 Pre-Event Organisation and Event Management	71
5.2.1 Planning and timescales	71 - 72
5.2.2 Partnership-working	72 – 73
5.2.3 Create a portfolio of outreach resources, tools and guidelines	73 – 75
5.3 Post-Event Access and Service Development	75
5.3.1 Library membership	75
5.3.2 E-resources and licencing issues	75 – 76
5.3.3 Service level agreements (SLAs)	76
5.3.4 Information literacy	76
5.4 Advocacy, Value and Impact	76
5.4.1 Embed outreach agendas	77
5.4.2 In-house advocacy	77
5.4.3 Marketing and promotion	77 - 78
5.4.4 Acknowledgement	78 – 79
5.4.5 Autonomy and agency	79
5.4.6 Feedback and reporting	79
5.4.7 Job titles and descriptions	79
5.4.8 Wider impact and KPIs	79 – 80
5.4.9 Related resources	80
5.5 Looking to the Future	81
5.5.1 Creative partnerships and practice	81
5.5.2 Beyond the EPQ?	81

6. <u>Chapter Six – Conclusions and Future Research</u>	82 – 86
7. <u>References and Bibliography</u>	87 – 103
8. <u>Appendices</u>	104 – 147

List of Figures and Tables

	Page(s):
Figure 1: Photos from National Libraries Day ©Katie Rickard, February 2015	9
Figure 2: Kaye’s Adaptable Cycle of Engagement (ACE) Model (Kaye, 2015, p. 68)	24
 Figures Relating to Online Survey Questions:	
Figure 3: Survey Question 2. Gender – Are you?	47
Figure 4: Survey Question 3. How old are you?	48
Figure 5: Survey Question 8. Do you work full-time or part-time?	49
Figure 6: Survey Question 9. Approximately what proportion of your work time is dedicated to organising and running public outreach and engagement activities and events each academic year?	50
Figure 7: Survey Question 9a. If you selected ‘Other’, please specify:	50
Figure 8: Survey Question 6. What is your official job title?	51
Figure 9: Survey Question 5. Which UK university ‘Mission Group’ does your institution belong to? Select one from the following:	52
Figure 10: Survey Question 11. What types of public engagement and outreach events do you run in your library?	54

Figure 11: Survey Question 13. Approximately how many events did you run / co-organise during the academic year 2014/15?	55
Figure 12: Survey Question 14. Approximately how many people in total attended your events during the academic year 2014/15?	57
Figure 13: Survey Question 15. Were the majority of your events planned in advance with an adequate lead-in time, or were they organised on a more ad hoc basis and at short notice?	58
Figure 14: Survey Question 12. Which of the following internal and external partners does your university library regularly work with to help fund, staff, recruit for, facilitate, market, promote and deliver your public outreach and engagement programme?	60
Figure 15: Survey Question 16. Degree of access to services and resources <i>during</i> the event	61
Figure 16: Survey Question 17: Degree of access to services and resources <i>after</i> the event	62
Figure 17: Survey Question 18. Do you gather post-event feedback from the groups and individuals you see?	62
Figure 18: Survey Question 19. Is your public outreach and engagement work embedded and documented within your Library's strategic planning processes?	63
Figure 19: Survey Question 20. Are your public outreach and engagement activities reported back to the Library's Senior Management Team (SMT) and / or the wider University SMT?	65

Figure 20: Survey Question 22. Does your library have any plans to introduce any new public outreach and engagement events, activities, projects, collaborations, or partnerships during the next academic year, or expand upon any existing work in new ways?	66
Figure 21: Survey Question 23. Planned new outreach projects and initiatives	67
Figure 22: Survey Question 24. If time, money, staff and other essential resources were no object, what would you ideally like to do, or focus upon, in order to develop and improve your public outreach and engagement remit?	67
Figure 23: Survey Question 1. Are you happy to continue?	140
Table 1: Survey Question 4. Which UK university do you work for?	140 - 141
Table 2: Survey Question 7. Please provide a short summary of your job description	142 – 146
Table 3: Survey Question 11a. If you selected Other, please specify	146
Figure 24: Survey Question 21. Do you have a dedicated area of your library website which provides further information, advice and guidance about your public outreach and engagement work?	147

List of Abbreviations and Acronyms

ACRL - Association of College & Research Libraries (America)

ACU - Association of Commonwealth Universities

APLU - Association of Public and Land-Grant Universities (America)

AQA – (UK) Assessment and Qualifications Alliance

ARA – Archives and Records Association, UK and Ireland.

AULIC – Avon University Libraries in Cooperation

BBC - British Broadcasting Corporation

BIS – UK Department for Business Innovation and Skills

BME – Black and minority ethnic

CILIP – Chartered Institute of Library and Information Professionals

CPD – Continuing Professional Development

DBS - Disclosure and Barring Service

DFA - Director of Fair Access

DOAJ – Directory of Open Access Journals

DSA – Disabled Students’ Allowance

EPQ – A-Level Extended Project Qualification

EThOS - the British Library’s online PhD theses collection

HE – Higher Education

HEFCE – Higher Education and Funding Council for England

HEI – Higher Education Institution (i.e. a university)

HESA – Higher Education Statistics Agency

IAG – Information, Advice and Guidance

IB – International Baccalaureate (A-level equivalent school-leavers’ qualification)

IL – Information Literacy

LISA – Library and Information Science Abstracts (ProQuest product)

NCCPE - National Co-ordination Centre for Public Engagement

NLD – National Libraries Day

OA – Open Access

OCLC – Online Computer Library Center

OFFA – Office for Fair Access

OfS - Office for Students

PG – Postgraduate

REF – Research Excellence Framework

RO – Realising Opportunities programme

SMT – Senior Management Team

STEM subjects – Science, technology, engineering and mathematics subjects

SWRLS – South Western Regional Library Service

TEF – Teaching Excellence Framework

UG – Undergraduate

UX – User Experience

VLE – Virtual Learning Environment

WP – Widening Participation

List of Appendices

	Page(s):
<u>Appendix 1:</u> Semi-structured interview questions prompt sheet	104 – 106
<u>Appendix 2:</u> Semi-structured interview summaries	107 – 126
<u>Appendix 3:</u> Online survey questionnaire	127 – 139
<u>Appendix 4:</u> Figures and tables from online survey results not included in the main body of Chapter Four - Interview and Survey Results and Discussions	140 – 147

1. Chapter One - Introduction

This chapter will introduce the topic of academic library outreach with reference to the broader imperative of community or public 'engagement' currently emphasised within the UK HE (higher education) environment, partly in response to the perceived marketisation and massification of the sector, whereby education participation is expanding faster than the economies that finance education. It will describe the professional and personal motivations behind the project and summarise the main research aims and questions. The methods used to fulfil these aims are described in Chapter Three.

1.1 Central Research Questions

The project aims to answer the following research questions:

1. What are the main forms and functions of the public outreach, engagement and widening participation initiatives taking place in UK academic libraries?
2. What can be learnt from current trends and good practice in the field of academic library outreach, with a view to creating a tool kit which can be used in the effective creation and delivery of activities and events?

1.2 Project Background

Although the research indicates that public outreach and engagement responsibilities feature in the careers of numerous UK academic library professionals, curiously few attempts have been made to explore the topic in any detail. Coverage of the theme within UK library and information studies literature is minimal, especially when compared with the surfeit of case studies and other publications encountered in the

North-American academe: a fact which will be highlighted in the literature review which follows in Chapter Two. On one hand, this is not entirely unexpected, given that many American HEIs are 'land-grant' universities, and therefore constitutionally bound to serve and engage with the wider, unaffiliated communities in which they are situated.¹ On the other hand, the ongoing recruitment of library and information professionals with full or partial responsibility for public outreach and engagement work in UK universities,² and the nature and purpose of the activities and events they organise, intersects with broader institutional and sector-wide strategies designed to improve access to HE by under-represented groups, as stipulated in the government's ambitious widening participation targets for 2020. (BIS, 2015; 2016) This project aspires to address the shortfall in knowledge about academic library public outreach and engagement work, and contribute new, meaningful, original, and nationally-relevant qualitative and quantitative data to the field.

1.3 Academic Library Outreach – Why Is It Important? Why Now?

Most English universities are publically funded, that is to say financed through student course tuition fees or national funding bodies (postgraduate degrees and research). All university departments and personnel, including academic libraries, need to consequently be accountable to a variety of stakeholders including the communities which surround them. As Calhoun (2006) highlights:

In recent years there has been a growing desire for higher education institutions in the United Kingdom to publicise the impact of so called 'third stream' activities (or 'service to the community') in their region or local environment. As can be noted from mission statements and university

¹ In a manner similar to public library outreach which takes place in the UK.

² Recent searches on UK library job sites such as www.lisjobnet.com include adverts for positions such as Marketing and Engagement Managers and Officers Community Liaison Librarians (The Hive, University of Worcester), Enquiries Support Librarians, Library Customer Liaison and Outreach Managers for a variety of subjects and disciplines and Learning Partnerships. Boff *et al* (2006) examined job announcements in US academic libraries posted in College and Research Libraries News (C&RL News) between 1970 and 2004 to "determine whether libraries are contributing to the need for academia as a whole to serve a diverse student body and, in addition, to serve the larger community." (p. 137)

brochures, such initiatives are often defined in terms of community or public 'engagement'. Underpinning this is the notion that by opening up higher education institutions (HEIs) in ways other than access-course provision and formal accreditation, universities can contribute to social justice and community inclusiveness through the promotion and dissemination of the 'inherent virtues of knowledge, culture, or non-economic accounts of public contributions, such as individual self-development or improved citizenship. (p. 12)

These 'third stream' activities are inextricably linked to increasing competitiveness across the sector (Cahoy and Moyo, 2009, p. 21), a general sense of unease that access to higher education in England is determined by financial ability to pay rising tuition fees particularly for undergraduate degree courses³ (Keynan, 2014, p. 190), and significant decreases in public funding available from the government, funding councils, research bodies, and industry sponsorship. Concerns about fair and equitable HE access across the social strata, whereby the "encroachment of corporate values" has given rise to the notion that universities could potentially become an "ever larger part of the engines that exacerbate social inequalities" (Keynan, 2014, pp. 187), are rising. For example, a recent report by the Sutton Trust⁴ evaluating degrees of undergraduate debt in Anglophone countries, concluded that British students face the highest levels of graduate debt overall, even when compared with for-profit, private university graduates in America. The Trust reminds UK universities that:

³ Tuition fees, up to a maximum of £1,000 were first introduced to the UK in September 1998. Following Scottish and Welsh devolution in 1999, each country, independently governs their tuition fee rates. Tuition fees are currently capped at: £3,805 in Northern Ireland; tuition fees in Scotland are not charged for those under the age of 25 and otherwise range from £1,200 to £1,800 for undergraduate degree courses; Welsh universities are able to charge up to £9,000, but tuition fee grants of up to the value of £5,190, in addition to a £3,810 maintenance loan, help cover costs. Under the Higher Education Act of 2004, English universities were given the mandate to begin charging variable tuition fees of up to £3,000 per annum from the 2006/7 academic year onwards. The cap rose to £3,225 per year from 2009/10, and again to £9,000 per year with effect from 2012/13. The complementary removal of the student numbers cap in 2015/16 for English HEI has provided individual universities, who can successfully recruit, accommodate or expand their existing provisions, with new opportunities to attract students and bolster institutional coffers. Current discussions are focussed upon ending maintenance grants from 2016/17 onwards and increasing tuition fees again so that, as of 2017/18, the fee cap will rise in line with inflation.

⁴ The Sutton Trust was founded in 1997 by Sir Peter Lampl in order to improve social mobility through education. According to its mission statement: "as well as being a think-tank, the Sutton Trust is a 'do-tank,' having funded over 200 programmes, commissioned over 170 research studies and influenced Government education policy by pushing social mobility to the top of the political agenda." Please see: <http://www.suttontrust.com/about-us/us/> for more information. [Last accessed 3rd May 2016].

While full-time undergraduate university enrolment has recovered since the imposition of £9,000 fees in 2012, university needs to remain a viable option for everyone, especially those from poorer backgrounds, who are disproportionately underrepresented across the UK professional landscape. (Kirby, 2016, p. 2)

In response, attempts are being made to counterbalance the perceived commodification and marketisation of university-level education. For example, any English university or college wishing to charge the top-rate higher tuition fees of £9,000 for full-time home/EU students and/or postgraduates on PGCE or initial teacher training courses⁵, must annually submit a robust Access Agreement for careful scrutiny and approval by the Director of Fair Access (DFA), who reports to the Office for Fair Access. (OFFA).⁶ Each HEI is compelled to outline the commensurate access measures they intend to put in place in their agreement: for example, the level of outreach work undertaken, and the financial support provided to students.⁷ Individual universities are obliged to ensure they are sufficiently stretching themselves in their access and widening participation agendas. (OFFA, 2015ii) For instance, institutions with relatively low ratios of students from under-represented groups, must demonstrate how they intend to make rapid improvements. The 'Realising Opportunities' (RO) programme has also united 15, research-intensive UK HEIs in the promotion of fair access and social mobility.⁸

⁵ As well as part-time students studying for at least 25% of the hours demanded of full-time students.

⁶ See: <https://www.offa.org.uk/access-agreements/> for more information [Last accessed 21st February 2016].

⁷ *Ibid*

⁸ Launched in August 2009, and funded by HEFCE, BIS, and the partner universities involved individually, Realising Opportunities (RO) is a collaboration of 15 leading, research intensive universities, working together to promote fair access and social mobility of students from groups under-represented in higher education. The RO programme provides able students, ideally from non-fee-paying schools and colleges, with the skills and information to help them make informed decisions about their future and help raise their aspirations to progress to study at leading research intensive universities, as well as supporting their current academic work. Students are supported throughout the programme by their local RO university and a dedicated e-mentor, normally a current student at one of the RO universities. Successful completion of the RO programme gives students the opportunity to have their achievements recognised through UCAS, resulting in additional consideration and the potential for alternative offers from the RO universities. Adapted from information available online: <http://realisingopportunities.ac.uk/> [Accessed 29th May 2016].

Latterly, the 2016 government White Paper (BIS, 2016)⁹ and public consultation relating to teaching excellence - to be assessed through the introduction of a proposed new 'Teaching Excellence Framework' (TEF)¹⁰ - formally sets out the current political leadership's desire to improve student choice, social mobility and widening participation through access to higher education. Plans are in place to double the proportion of people from disadvantaged backgrounds entering universities from 13.6% in 2009, to 27.2% in 2020 (BIS, 2016, p. 15), and increase the numbers of BME students going into higher education by 20% by 2020. (BIS, 2015, p. 13) A pre-condition for institutions wishing to apply for a higher level TEF assessment and ranking, is that providers must ensure they are fulfilling widening participation

⁹ This followed on from a public consultation and 2015 Green Paper - *Fulfilling our potential: teaching excellence, social mobility and student choice*, available online from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/523420/bis-16-261-he-green-paper-fulfilling-our-potential-summary-of-responses.pdf and various other policy documents published by BIS including a national strategy for widening access, developed in partnership with the Higher Education Funding Council for England (HEFCE) and OFFA in April 2014 which repositioned government work in this area to cover the whole student life cycle through to graduation, not just the initial admissions process. For further information, please see: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299689/bis-14-516-national-strategy-for-access-and-student-success.pdf and <https://www.gov.uk/government/publications/national-strategy-for-access-and-student-success> The government has also sought advice from Universities UK to focus the minds of university leaders on widening participation issues in order to develop new and innovative approaches. Universities UK has additionally set up a social mobility advisory group to direct and progress discussions and build upon existing good practice. The group presented its first interim report to the Universities Minister in December 2015. To access this report please see: <http://www.universitiesuk.ac.uk/highereducation/Documents/2016/SMAGprogressReport1.pdf> [All last accessed 2nd May 2016].

¹⁰ The proposed Teaching Excellent Framework (TEF) is designed to complement the more established Research Excellent Framework (REF) in order to put teaching on an equal status with research, in recognition of the fact that they are "mutually reinforcing activities". (BIS, 2015, p. 18) The stated aims of the TEF are to: encourage excellent teaching for all students; promote improvement by highlighting exemplary practice; promote cultural change to recognise teaching as equal in status to research; provide clear information on teaching quality to assist student choice; provide clear information to help employers recruit students with better and known skills; and to recognise and respect the diversity of provision and different types of excellence. (BIS, 2015, p. 18) See also: BIS (2016) *The Teaching Excellence Framework: Assessing quality in Higher Education. Third Report of Session 2015–16: Report, Together with Formal Minutes Relating to the Report*. Available online at: <http://www.publications.parliament.uk/pa/cm201516/cmselect/cmbis/572/572.pdf> The TEF will give prospective students a better idea of the relative 'value for money' of individual degree courses, protect the interests of the tax payer who are funding student loans, and signal to employers which providers they can trust to produce highly skilled graduates (BIS, 2015, pp. 12-13) TEF ratings will be judged by an independent panel of experts. New data sets for comparison will be developed over time: for example, HMRC matched data will be drawn upon to give more accurate longitudinal information on graduate outcomes. There is, as yet, no formally agreed definition of 'excellence', but it is likely that the following factors will feature in the core analysis: teaching quality; learning environment; student outcomes; and learning gain. (BIS, 2015, p. 32) For more information about the REF, see: <http://www.ref.ac.uk/> [Both last accessed 3rd May 2016].

expectations in terms of the recruitment and ongoing support of students from disadvantaged groups, in order to ensure that “anyone with the talent and potential should be able to benefit from higher education”. (BIS, 2016, p. 55)

By merging the function of the DFA into the Office for Students (OfS), the White Paper gives the OfS a statutory duty to cover equality of opportunity across the whole lifecycle for disadvantaged students, and make data about social mobility held by the sector in relation to issues such as gender, ethnicity and disadvantage more transparent. (BIS, 2016, pp. 20-21) The OfS will have the authority to set minimum requirements for universities wishing to become Registered Higher Education Providers, including social mobility policies, and can impose monetary penalties, suspend, or even de-register providers failing to meet the minimum thresholds or breaching specific conditions of registration. (BIS, 2016, p. 65)

This political and attitudinal shift within the sector has already filtered down into the strategic missions, operational objectives, core service and resource developments within UK academic libraries. For instance, an ‘Outreach and Collaboration’ strand is a keynote feature of the annual LILAC conference organised by CILIP’s Information Literacy Group.¹¹ Other developments indicative of wider trends evidencing an upsurge in public outreach, access, engagement, and widening participation agendas within HE library environments, to name only a few ‘landmark’ examples, include: firstly, the introduction of the UK digital textbook platform Kortext at Middlesex University (Paddick, 2015)¹²; secondly, the opening of ‘The Hive’ – the first joint university and public library in Europe formed from an alliance of the University of

¹¹ See: <http://www.lilacconference.com/> for more information [Last accessed 3rd May 2016].

¹² See: <http://www.kortext.com/> for more information [Last accessed 3rd May 2016]. Championed by Matthew Lawson, Head of Library and Learner Development at Middlesex University in response to the competitive HE market and high costs of living as an ‘added value’ recruitment tool, especially to those from WP backgrounds, from September 2015 every student at Middlesex University receives their core textbooks for free for the duration of their course. The textbooks are provided as e-books by the Kortext digital textbook platform and John Smith’s Bookshop – a specialist university book supplier – and managed by the library service. Lawson stresses how: “In a competitive market, and with the cost of living a big factor, students are likely to compare the added value which different institutions have to offer in addition to the courses themselves. [...] This scheme not only helps students in terms of financial support, but has educational benefits in providing students with the essential learning materials they need to support their studies.” A survey undertaken after the pilot found that 97% of students rated the scheme as making a positive contribution to the cost of study.

Worcester and Worcestershire County Council, which opened in July 2012 and has been described as the “public face of HE” (Skeen, 2015)¹³; thirdly, Sheffield University’s ‘Diamond’ facility which opened in September 2015 as a space for the University and the city of Sheffield (Horn, 2016)¹⁴; and lastly, the £80 million redevelopment of the University of Oxford’s New Bodleian Library providing open access to the Library’s unique facilities, resources and special collections for the first time.¹⁵

These specific examples, together with the rhetorical emphasis upon the ascendancy of the ‘information’ or ‘knowledge society’,¹⁶ and growing importance of life-long and applied learning, CPD, and intellectual capital (ACU, 2001, p. iv), fortify the natural and relatively-privileged role of HE libraries as key partners in facilitating the development of the ‘knowledge economy’, especially given governmental desires to increase higher education participation levels (Lebeau and Bennion, 2014, p. 280). For instance, in comparison to the squeezed and shrinking public library sector (Morris, 2012; BBC, 2016),¹⁷ academic libraries are reasonably rich in resources, including qualified human

¹³ According to information available online at: <http://www.thehiveworcester.org/> members of the public work alongside university students in this new, hybrid, multi-million pound city-centre library, which is a “combined facility for the whole community to use” and provides a “tangible link” between the city of Worcester and the university [Last accessed 3rd May 2016].

¹⁴ Uniting library services, IT support, specialist teaching facilities, independent and collaborative learning spaces, members of the general public are actively encouraged to use the space and attend events, conferences, public lectures and exhibitions. ‘The Diamond’ has also created 400 new permanent jobs in the city.

¹⁵ In addition to developing library spaces to better support advanced, academic research, the Weston Library was designed to enhance the opportunities for increased public access and engagement. For example, free exhibitions and lectures take place in the ‘Blackwell Hall’ central public atrium. The ‘Treasures online’ digital exhibition, as well as the ‘Digital Bodleian’ digitisation project in general, have opened-up public access to special and rare collections. See: <http://digital.bodleian.ox.ac.uk/> and <https://www.bodleian.ox.ac.uk/weston/renovation/information> for more detailed information about the Weston Library’s digitisation and renovation projects respectively. [Both last accessed 3rd May 2016].

¹⁶ First emerging in the 1960s and 1970s, ‘information society’ discourse describes attempts by social scientists and sociologists above all to explain the socio-economic, political, and cultural transformations engendered by information and information communication technologies (ICTs) in the post-industrial age. For more information about the development of the construct, and the key theorists involved with its evolution, see, for example, Castells (2009), Crawford (1983), Mansell (2010), and May (2003), amongst others.

¹⁷ See also CILIP’s ‘My Library By Right’ petition campaign, which is lobbying election candidates standing in the Local Government and Mayoral elections in England on 5th May 2016, in order to remind them that libraries are a statutory service and we have legal rights to quality public library services. See: <http://www.mylibrarybyright.org/> Details and resources will be added to a new campaign site soon.

expertise. Academic librarians generally welcome all individuals with “legitimate need”, and are highly attuned to the “public relations value and recruitment function in providing services” (Courtney, 2001, p. 475).

Through public outreach and engagement work academic libraries can play a highly practical role in helping people from under-represented groups overcome intrinsic ‘information barriers’, and access the information they need to better “understand their choices” and gain first-hand experience of university life where their own experience and knowledge through personal, family and social networks may be lacking. (BIS, 2015, p. 81) The important contribution libraries and librarians have to make towards the further advancement of UK access and widening participation agendas has been confirmed by Dr Sally Griffin, Head of Widening Participation at the researcher’s home institution. Griffin (2016) strongly believes that HE libraries will be increasingly called upon to collaborate in integrated institutional widening participation and outreach activities, particularly the provision of support for the A-level Extended Project Qualification (EPQ).¹⁸ As will be shown in analysis of the fieldwork results presented in Chapter Four, the provision of EPQ support for unaffiliated library users from local schools and colleges is already the primary focus for HE library outreach work and is only likely to expand.

1.4 Personal and Professional Motivations

The outreach and public engagement events organised by the author’s home library are limited and occur primarily on an *ad hoc* basis. They encompass two A-level EPQ visits each year from local sixth-formers, and impromptu tours of the main campus library to assist school and college visits to the University arranged by the WP Office.

<http://www.cilip.org.uk/advocacy-campaigns-awards/advocacy-campaigns/my-library-right> [Last accessed 23rd April 2016].

¹⁸ The EPQ provides university applicants with experience of independent learning, and the prerequisite critical thinking and project management skills essential for degree-level study. Admissions tutors consequently look favourably upon applicants who hold an EPQ in addition to their A-level qualifications. Prospective students from under-represented social groups who hold an EPQ are therefore in a stronger position to access coveted study places at elite UK universities.

In order to expand upon the Library's hitherto fairly limited public outreach portfolio, an inaugural creative writing event was organised on Saturday 7th February 2015 for local young people, aged 16 and under, to celebrate National Libraries Day (NLD) 2015. The day-long event was a collaboration between the Library, WP, and Creative Writing departments. Steve Voake, award-winning author and Senior Lecturer in Writing for Young People at the University, gave a talk about being a writer, and the young visitors took part in a creative writing workshop run by author Laura James from the WriteNow creative writing programme. The final stories written by the group were displayed and discussed during a collective workshopping exercise using the University's Media Wall to conclude the day.¹⁹

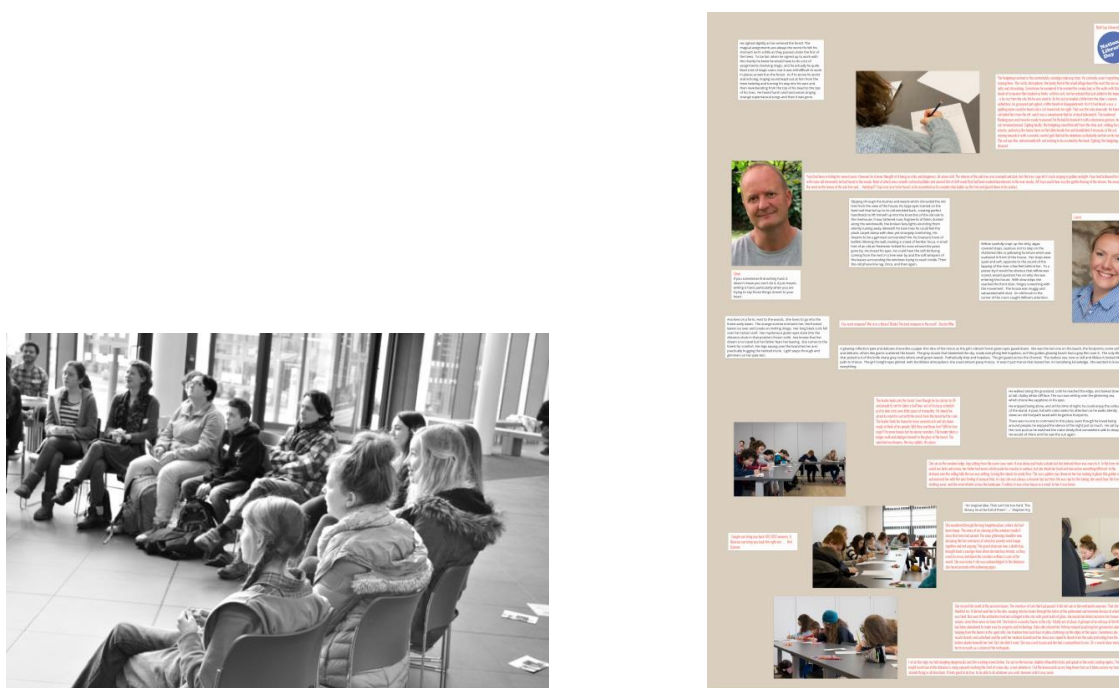


Figure 1: Photos from National Libraries Day © Katie Rickard, February 2015.

As part of the team responsible for planning and running the 2015 NLD event, which, it is hoped, will be the first of many, with plans in place to run similar events bi-annually going forward, the researcher's interest in the topic of academic library public outreach and engagement, and the types of activities and events being run by

¹⁹ Please see: <http://www.bathspa.ac.uk/library/news/national-libraries-day-free-creative-writing-event> for further details and a full news story about the event. More information about NLD can be found at: <http://www.nationallibrariesday.org.uk/> The 'Write Now' project's website can be accessed at: <http://writenow.creativewritingbath.com/> [All last accessed 2nd May 2016].

other UK HE libraries, was piqued. The experimental nature of the maiden NLD event additionally led to a desire amongst the project-team to develop a toolkit of best-practice which could be used in more effective and streamlined organisation and delivery of future public outreach activities. For example, comments and feedback from the Head of WP and Creative Writing colleagues indicated a longer lead-in time was necessary.

Moreover, before returning to the library and information profession in 2010, the researcher was employed by Aimhigher's Berkshire Partnership.²⁰ The 2015 NLD project therefore presented an excellent opportunity to re-connect with previous personal and professional experiences of organising public outreach, liaison and engagement events but from within an academic library environment, together with new and exciting possibilities to conduct some practical, seemingly pioneering, research in the profession, which could potentially contribute to my home library's future strategic planning processes, as well as the efforts by established and respected university colleagues to proactively improve access and widen participation.

²⁰ A Labour-government initiative created in 2004, Aimhigher united two earlier projects - Partnerships for Progression (P4P) and Excellence Challenge - and was overseen by the former Department for Education and Skills (DfES) and the Higher Education Funding Council for England (HEFCE). The initiative was disbanded at the end of the 2010/11 academic year. The project aimed to widen participation in UK higher education, particularly among students from non-traditional backgrounds, minority groups and disabled persons. Fusing a wide range of partners, including universities, FE colleges, schools, the Connexions careers advisory service and other training providers on a national, regional, and area level, the programme delivered by the Aimhigher partnerships encompassed: mentoring schemes, campus visits, subject taster days and masterclasses, residential events, conferences for teachers and careers staff, information, advice and guidance events for parents and students about subjects such as student loans, student finance, and the UCAS application process. Adapted from information available online at: <https://en.wikipedia.org/wiki/Aimhigher> [Last accessed 3 May 2016]. Before being taken down, the Aimhigher website was available at: www.aimhigher.ac.uk [Last accessed 29th October 2012].

2. Chapter Two – Literature Review

2.1 Introduction

This chapter will examine some of the key literature on the subject of academic library outreach and public engagement and use this to contextualise the basis of the project in consideration of the central research questions. The review does not attempt to cover the substantial body of library outreach literature in its entirety. This is beyond the scope of the study and, more importantly, as will be shown, a significant proportion of the literature is not wholly relevant to the project presented here. The focus is on recent publications examining academic library outreach and public engagement initiatives in relation to unaffiliated users.

In line with Hart (1998, 2001), Ridley (2008) and others, the literature review will: define key terminology and identify variations in scholarly definitions and approaches; identify general patterns in hitherto published literature; expose the main gaps in current research and knowledge; juxtapose key studies and contributors to the field to explore differences in methodologies and findings; and use these observations to validate the choice of topic, methodological approach, research tools and instruments.

2.2 Key Search Terms

In order to identify background literature for review, the following aggregated list of keyword search terms was used:²¹

Academic Library Outreach - Library Outreach Programmes – Libraries - Universities -
Academic Libraries – University Libraries - Outreach – Partnership –Collaboration –
Team Work - Community Involvement - Community Outreach - Community

²¹ These terms were used in searches both singularly and in a variety of combinations using Boolean logic. The full list provided above was accumulated over the time. New subject terms and keywords discovered in the books, journal articles and other resources selected for review were sequentially added to the list.

Engagement – Community(ties) - UK – Great Britain – England – UK Higher Education – British Higher Education – Special Collections – Virtual Reference - Access to Information - Institutional Relations - Public Libraries - Widening Participation – General Public – EPQ – Schools – Public Engagement – Regional Engagement – Regional Development – Local Engagement – Local Development – Embeddedness – Impact – Academic (Library) Liaison – Public Liaison – Libraries and Exhibitions – Collaboration – LIS Education - Makerspaces – Marketing – Survey – Roles – Collaboration - Alliances - Advocacy – Engaged Scholarship – Special Collections – Access – Diversity – Transformation – Library Liaisons – Library Experience – User Services

2.3 Resources, Library Collections, Databases and Aggregated Search Tools

A broad range of resources, collections and aggregated search tools were utilised to conduct an initial, comprehensive review of the available literature. Specifically: LISA,²² the British National Bibliography,²³ ZETOC,²⁴ the British Library's EThOS e-theses online service,²⁵ COPAC's National, Academic and Specialist Library Catalogue,²⁶ Aberystwyth University Library²⁷ and Bath Spa University Library's²⁸ print and digital collections and databases. Internet research was additionally undertaken to access non-academic information from organisations and bodies working and writing in the field of public engagement, fair access, and widening participation more generally. For example, the ACU,²⁹ the UK Government Department for Business Innovation and

²² See: <http://www.proquest.com/products-services/lisa-set-c.html> [Last accessed 23rd April 2016].

²³ See: <http://bnb.bl.uk/> [Last accessed 23rd April 2016].

²⁴ See: <http://zetoc.jisc.ac.uk/> [Last accessed 23rd April 2016].

²⁵ See: <http://ethos.bl.uk/Home.do?sessionId=4C7E3667CB0543F037D5DCF2096F269A> [Last accessed 23rd April 2016].

²⁶ See: <http://copac.jisc.ac.uk/> [Last accessed 23rd April 2016].

²⁷ http://whel-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/search.do?vid=44WHELF_ABW_VU1&res_et_config=true [Last accessed 25th May 2016].

²⁸ See: <http://www.bathspa.ac.uk/library> [Last accessed 25th May 2016].

²⁹ See: <https://www.acu.ac.uk/> [Last accessed 23rd April 2016].

Skills (BIS),³⁰ OCLC,³¹ OFFA,³² and the Sutton Trust.³³ The researcher also contacted Melissa Dennis - Head of Research and Instruction Services and Associate Professor at The University of Mississippi Libraries, for further reading recommendations. Other practitioners, for instance the Head of WP at the author's home institution, and librarians actively engaged in public outreach work in academic and public library sectors, were also consulted to obtain further reading recommendations and to gain a deeper understanding of the topic to help further contextualise the research.

2.4 Academic Library Outreach and Public Engagement: Definitions and Key Concepts

Most commentators broadly define academic library outreach in deference to Dewey (1916) and more recently Courtney (2001), Arthur and Bohlin (2005), Tucker (2009), and Keynan (2014), who all emphasise the wider civic and societal mission and responsibilities of universities and their constituent parts to engage and partner with external community groups, organisations, and members of the general public as agencies of "cultural and socio-economic regeneration". (Lebeau and Bennion, 2014, p. 278) In relation to HE libraries specifically, some feel that: "[b]eyond benevolence and good public relations, [...] academic libraries [have] an obligation to serve the public." (Courtney, 2001, p. 474) Roberts and Rowley (2004) stress how library leaders are often seen as "community leaders" (p. 57): a notion supported by the introduction of the UK's 'publically engaged' universities policy by the National Co-ordination Centre for Public Engagement (NCCPE).³⁴ Several of the author's librarian colleagues attend the annual NCCPE Engage Conference.

Moreover, "rapid and discontinuous changes" within HE environments (Weiner, 2003, p. 5), "are forcing librarians to rethink their vision and mission and institutional role,

³⁰ See: <https://www.gov.uk/government/organisations/department-for-business-innovation-skills> [Last accessed 23rd April 2016].

³¹ See: <http://www.oclc.org/> [Last accessed 23rd April 2016].

³² See: <https://www.offa.org.uk/> [Last accessed 23rd April 2016].

³³ See: <http://www.suttontrust.com/> [Last accessed 23rd April 2016].

³⁴ See: <http://www.publicengagement.ac.uk/> for further details [Last accessed 3rd May 2016].

restructure their image or 're-brand' themselves, reposition themselves within the higher education environment, and redistribute some expertise and energy into the broader community", particularly through "strategic partnerships, collaborative relationships, and mutually beneficial alliances and creative ventures." (Todaro, 2005, p. 152)

2.5 'Outreach' Versus 'In-Reach'

When applied to the academic library environment, the term 'outreach', as apparent in review of the literature, is multidimensional. It is difficult to establish universal agreement about what it actually constitutes. (Schneider, 2003, p. 210) In contemporary academic library scholarship, for example, Aguilar *et al* focus on "meeting users where they are" through embedded librarianship, "reverse reference" and "research immersion". (2011, p. 354) Rudin's (2008) discussions of remote access to academic library resources, describes how a focus on outreach has "liberated students and faculty from the brick and mortar library" as university libraries increasingly experiment with:

[O]utreach and outpost arrangements that situate librarians in alternate venues, often embedding them among their natural clientele. Librarians have repositioned themselves in student unions, residence halls, and faculty departments to promote information literacy among the diaspora. (Rudin, 2008, p. 55)

Discussions about the implementation of library outreach programmes to support a variety of broader, strategic organisational objectives, such as the recruitment of "potential students" (Boff *et al* 2006, p. 137; Schneider, 2003, p. 203)³⁵, or the use of "[o]utreach as marketing" (Pfeiler, 2005, p. viii) in competitive and economically-challenging times are well-established. Similarly, open access movement and the growth of library-curated institutional repositories (Callicott *et al*, 2015) provide public

³⁵ For instance, Schneider (2003) insists that academic library outreach can: "provide a linkage to members of the community who may never take a course in the university or send their children there and, as a result, is an important part of the effort to develop acceptance within the community for the university and to increase its political clout in the city and state." (p. 203)

outreach platforms through which universities can showcase their research excellence on a global scale, “shar[ing] blue-skies research with the widest possible audience and support[ing] outreach activity to open up higher education to new communities.” (Swan, 2011, no page numbers available) The repurposing of physical library spaces to include information commons, computer labs, media centres (Bridges, 2014, pp. 2-3) and Library ‘Makerspaces’ (Willingham and DeBoer, 2015), librarians supporting student transitions from sixth-form to university-level study (Burhanna, 2013), and digitisation projects and academic library exhibitions affording public access to unique, rare, and special collections (Bridgman and Kilroy, undated; Fouracre, 2015), are all examples of academic library outreach in action. However, with the exception of outward-facing and publically-oriented events and initiatives, the core of university librarians’ ‘outreach’ work, as documented in the literature, invariably describes ‘in-reach’, or engaging with entitled, primary clientele in order to identify, locate, reach, and promote awareness of the library among those who, although eligible, remain non-users, largely unaware of constantly evolving library services and resources. (Todaro, 2005, p. 139; Kelsey and Kelsey, 2003, p. 1)

In contrast, for the purposes of this study, academic library outreach and public engagement is defined as any activity, event, project or resource organised or created for groups and individuals *external* to individual HEIs, who are ‘unaffiliated users’, *not usually* part of the HE library’s regular user community nor automatically eligible to access core library services and resources. As highlighted by Courtney (2003) amongst others, although unaffiliated users are often the “least regarded user population of any academic library”, due to the fact that they contribute little to the institution in return, many academic libraries serve them nonetheless:

[T]hrough onsite use of materials, as a by-product of service to their own populations, recognizing that the library possesses resources unobtainable at the local public library. The creation of bespoke services for unaffiliated users is an important means for universities to maintain good public relations in their communities.” (Courtney, 2003, p. 3)

Unaffiliated user groups and individuals may include, for instance, school children and/or sixth-formers from local schools and colleges, external community interest

groups, and individual members of the general public. They exclude undergraduate and postgraduate students, academic and professional services staff normally registered or employed at the university.

In this way, the definition of academic library 'outreach' adopted here follows Schneider's recent paradigm, supported by other library scholars such as Courtney (2001, 2003 and 2009), Dennis (2012) and Graham (2005), which subscribes to the notion that library outreach work has evolved to include all services, resources and efforts made by librarians to "reach beyond their walls or traditional clientele" (Schneider, 2003, p.199), particularly attempts to widen participation within surrounding communities. As Schneider states:

Most academic outreach programs deal with children or youth, local business interests, or local health services; many partner with programs already on campus. Some of the more original efforts depend upon one person, although large and small libraries both seem to be making efforts according to their resources. [...] What is encouraging are the many examples of "fourth-generation cooperation," where libraries have moved from the first generation of working in isolation, to the second generation of networking with libraries of the same type, to the third generation of cooperative systems of multi-type libraries, to a fourth generation of "a cooperative combination of various types of libraries and non-library agencies engaged in related activities." (Schneider, 2003, p. 210)

In consideration of the above, the broad definition applied here also takes into account collaborations between libraries and external partners. It is therefore highly inclusive, describing any:

[A]ct of extending services, benefits, etc., to a wider section of the population. That [...] could also be a segment of the community outside of academia, whether local, regional, national, or international. It could even be a virtual community." (Boff *et al*, 2006, p. 139)

2.6 Treatment in the Literature: Key Trends and Influential Scholars

Discussions of the nature and function of academic library outreach, community and public engagement activities have been omnipresent in library and information studies literature for many decades. Josey *et al* (1967, 1969) were already leading scholarly

debate about increased community use of academic libraries in the 1960s,³⁶ with particular focus on academic librarians' concerns about the increasing demands being placed upon HE libraries by unaffiliated users, questions of sustainability, and open access in tough economic times. Graham (2005, p. 115) highlights how several issues of *The Reference Librarian* journal have been dedicated to the theme of outreach in academic libraries.³⁷ McKinstry and Garrison (2001) provide a helpful summary-overview of community programmes in large academic libraries in the United States before 2001. Courtney's (2001) chronology charts three distinct phases of librarians' concerns and preoccupations with public use of academic libraries against a backdrop of broader social, political, economic, and technological change, namely: expansion and retraction between 1950 and 1980 - when academic libraries opened their doors to members of the general public and consequently began to feel squeezed by rising demand especially during the 1960s³⁸; the beginnings of computerisation in the 1980s - which engendered debate and discussion about how unaffiliated users could be given adequate access to academic library collections, characterised by the proliferation of reciprocal access agreements; and the Internet from the 1990s onwards - whereby unaffiliated users were drawn to academic libraries by new and improved computer-based resources, first CD-ROM and then web-based databases.

2.6.1 The North American Bias

Josey, Courtney, Schneider, Dennis and other leading researchers writing on the subject of academic library outreach and public engagement, focus primarily on the case of North America. This is partially explained by the prominence of 'land-grant' universities, whose mandate is to actively engage and contribute to their local communities, leading them to naturally intersect with public library programmes, and the work of other local and regional organisations and individuals. (APLU, 2001; Byrne, 2006) Equivalent studies illustrating the form and function of academic library

³⁶ In part as a result of the general impact of the growth of the university-educated, post-war population.

³⁷ Most recently a special issue of *The Reference Librarian* published in 2003.

³⁸ See also references to Josey's research during the 1960s above.

outreach and public engagement policies in the UK are virtually non-existent. Discussions of library outreach initiatives in Britain instead understandably converge upon public libraries. (See for example, Library Association South Western Branch, 1981) These studies are largely out-of-date however, as very little formal outreach work is currently being organised by public librarians due to escalating financial and staffing cuts.³⁹ (Croft, 2014)⁴⁰

The lack of scholarly attention in the UK is surprising. As highlighted in the introductory chapter, important and internationally significant projects, for instance the pioneering 'Hive' public-academic hybrid library, continue to emerge in the UK, albeit on a more modest scale, and can be linked to wider socio-political discussions relating to the accountability of HEIs and the idea of the 'engaged university'. (Cahoy and Moyo, 2009, p. 21) Moreover, UK HE libraries appear to be making significant contributions to institutional strategies and agendas relating to widening access and participation and are likely to continue to do so in the foreseeable future. (See also Chapter One) Identification, quantification, and a more detailed documentation of the extent, substance and quality of UK academic library public outreach initiatives attempted here is therefore both timely and essential.

Reliance upon the rich body of American, Canadian and other Anglophone literature relating to academic library outreach is not considered problematic. It instead serves to strengthen the scope and validity of the research by providing a number of comprehensive, ready-made analytical frameworks, against which a comparative analysis of the situation, similarities and differences in UK HE library approaches can be effectively conducted.

³⁹ This trend was stressed by the Head of Library Services at Newcastle City Library during a recent visit and discussion on Tuesday 10th May 2016. Within Newcastle's public library service, as most other services across the UK, 'outreach' activities are volunteered, established, staffed and funded by ostensibly third-party partners and providers, such as such as Connexions Careers Service, the Citizen's Advice Bureau, and 'Google Garage' who bring patrons into the Library, initially for non-traditional, non-library-related business. Emblematic of this development is the cult of 'Makerspaces'. (Willingham and DeBoer, 2015)

⁴⁰ Sophie Crofts' 2014 MSc dissertation surveys the public library landscape in Wales, focussing above all on access for the homeless. An interesting, supplementary finding of her research confirms little formal, focused outreach work is taking place at present due to financial, staffing and other constraints.

2.6.2 The Dominant Singular Case Study Approach

Additional justification for the project in review of the literature is upheld by the tendency, in documented outreach projects of all kinds, to take the form of highly descriptive “singular case studies”. (Dennis, 2012, p. 371) These case-studies showcase original and imaginative work, offer information, advice and guidance about best-practice, practical suggestions relating to events’ management, and general encouragement for fellow librarians to take up the public outreach and engagement baton. (Bizzle, 2015) Although beneficial in consideration of fulfilling this project’s secondary research aim of creating a tool kit to aid the design and delivery of outreach initiatives, the singular case-study approach which dominates the literature is inappropriate in consideration of the primary research question explored here. This aims to establish the form and function of the outreach initiatives currently taking place in a variety of UK HE libraries, and suggest whether policies and practices are indicative of any wider phenomenon, strategic or programmatic developments and agendas. These trends will be identified and unpacked by evaluating and comparing librarian responses recorded in the national online survey undertaken for the project, which brings together both qualitative and quantitative data. Even within the North American academy, with the notable exceptions of Courtney (2003), Graham (2005), and Dennis (2012), very few rigorous, analytical investigations based upon national surveys, generating robust qualitative and “numerical data on the extent of public access” exist. (Courtney, 2003, p. 3) The project therefore aims to redress the balance, with particular reference to the UK.

2.7 Inspirational Methods

2.7.1 Survey Research

Survey and empirical enquiry into the field of academic library outreach among unaffiliated users undertaken by Courtney (2003), Graham (2005), and Dennis (2012), provide a welcome basis for this study.

Courtney sought to remedy a perceived lack of awareness and understanding of academic library outreach in the USA by conducted a nationwide survey of 814 HE libraries in 2001. Before this, the largest (American) national survey of 1,100 academic libraries had been undertaken some 40 years earlier in 1965 by an *ad hoc* committee of the ACRL's College Library Section. (Courtney, 2003, p. 3) Courtney's preoccupation with onsite access (as opposed to remote access) to library resources by external patrons has been adapted here through the inclusion of survey questions 16 and 17, which seek to ascertain the extent to which UK academic libraries allow free and open access to physical collections and/or borrowing privileges to unaffiliated users, as well as permission to use library computers to access library e-resources, the Internet, e-mail, social media, word-processing and other computer applications. (Courtney, 2003)

Graham's (2005) findings from a survey of 26 public libraries in the counties around Jacksonville State University, Atlanta, USA indicate a broader interest in the University Library reaching out to the community: "to take a more active role in the continuing education needs of the local public library's patrons and staff, in addition to their communities as a whole." (Graham, 2005, pp. 113-14) Graham's research also suggests the "community sought specific programs and services." (Graham, 2005, p. 114) In terms of the national focus of this project, Graham's research and results are somewhat limited as they are regionally-based. However, his work has proven instructive in providing information about the types of survey questions asked, the responses received, the challenges encountered, and the improvements that could be made by future researchers.

Dennis (2012) seeks to compare an outreach initiative she created for the University of Mississippi's library with 21 other outreach projects delivered by (American) academic librarians between 2009 and 2011 through an online survey conducted in 2011. Although Dennis consequently partially adopts a singular case study approach less useful here, her primary objectives – which were to establish the amount and sources of funding earmarked for HE library outreach during a time of economic crisis

(p. 369)⁴¹ - are nationally-oriented and her approach therefore reflects the wider aims of the research undertaken here.

Dennis' research additionally proposes that academic library outreach jobs have flourished in recent times. Moreover, she highlights how "successful outreach initiatives may offer more ways for individual libraries to measure their value to the institution." (Dennis, 2012, p. 369) The latter hypothesis resonates here, particularly in view of the economic and socio-political challenges currently being experienced by UK academic libraries. This study offers a unique opportunity to explore Dennis' thesis at grass-roots level. For example, survey question 12 attempts to identify any internal and external organisations, departments and individuals partnering with academic libraries in the preparation and delivery of outreach and public engagement projects, as well as the form and extent to which these collaborations occur. This will provide a better sense of whether HE library involvement in outreach and public engagement work is creating new advocacy opportunities to strengthen library relations and the library's strategic profile both on and off campus.

2.7.2 Significant Others

Schneider (2003) and Kaye's (2005) contributions to recent scholarly debate about academic library outreach initiatives have also proven instructive for this study.

Schneider's tripartite typology outlines the main reasons behind the formulation of academic library outreach programmes, taking into account to what extent they are a response to internal and external pressures, how much they reflect the core mission, values and wider organisational identity of individual libraries, and encompass both

⁴¹ Unlike Dennis (2012) this study does not aim to gauge the cost and relative success of academic library outreach initiatives specifically, but does focus on internal and external collaborations and support for academic library outreach initiatives, which potentially includes information relating to funding streams. In place of funding and costs, non-monetary 'support', values and missions of individual librarians are of additional interest here, although it is acknowledged that the availability of funds, staff etc. may impact on the form, scale, ambition and reach of the initiatives themselves.

“inter-library”⁴² and “inter-agency cooperation”⁴³ (2003, p. 200). According to Schneider:

Academic libraries determine their interaction with their communities based on three factors: whether a need is expressed from outside the academy, whether they see their mission as an invitation to pursue an action on their own accord, or whether they construct a form of outreach in response to a specific problem or crisis. Most libraries, public and private, recognize outreach as part of their mission and obligation to the community. (Schneider, 2003, p. 199)

Schneider’s supposition that academic library outreach initiatives are often a “response to an unexpected problem or crisis” can justifiably be applied to the ongoing challenges, rapid and discontinuous changes within the UK HE environment which present academic libraries with new opportunities, and indeed obligations, to engage with new and different user groups, of crucial interest here. (Schneider, 2000, p. 199)

Similar to Courtney and Dennis, a review of Schneider’s research has further inspired a more ambitious focus on the ‘national’ rather than the ‘parochial’: Schneider was motivated by what she perceived to be omissions and shortcomings in earlier nationwide studies. For instance, a survey conducted in 1965 by the ACRL into outreach initiatives delivered by 1,110 American libraries, which focussed ostensibly on circulation policies - including external community users’ access, borrowing rights, methods of safeguarding collections etc., thereby overlooking the broader socio-political context which, as for Schneider, is sought here.

Furthermore, Schneider recommends the best way for libraries to determine how to successfully interact with, and reach out to their surrounding communities is by carefully assessing the impact of existing library outreach programs in practical terms, including assessing the availability of resources, staffing, long-term commitment (if called for), and funding. (2003, p. 200) This approach has proven influential in consideration of the interview and survey designs, expressly the inclusion of more

⁴² Defined as all other types of libraries in the same geographic area. (Schneider, 2003, p. 200)

⁴³ Defined as collaboration with non-library organisations, such as museums, governmental units, and social service organisations in the delivery of outreach projects. (Schneider, 2003, p. 200)

‘searching’ questions, devised to inspire more sophisticated and detailed responses, and reveal wider trends and values within the profession, for instance the concept of “outreach as mission”. (Schneider, 2003, p. 203)

Lastly, Kaye’s (2015) ‘Adaptable Cycle of Engagement’ (ACE) paradigm has applications to the current UK academic library environment. Kaye maintains:

As libraries face greater financial challenges while redefining their roles, public engagement has been put forth as one way to address both concerns. In fact, such efforts have produced solid results for many libraries, even when not following a clear path with a well-defined outcome. [...] Public or community engagement is critical to the success of the library. In fact, an important strategic advocacy objective of the American Library Association is to "increase public awareness of the value and impact of all types of libraries and the important role of librarians and other library staff." (American Library Association, 2013, A.1.6, strategic objective 1). ALA has also partnered with the non-profit Harwood Institute for Public Innovation to create a program called *Libraries Transforming Communities* (LTC), whose goal is to help libraries move from an internal paradigm (being library centric) to an external one that focuses on interaction with community and the potential positive results that are gained when this occurs. (Kaye, 2015, pp. 66-67)

Kaye’s ACE model⁴⁴ outlines how public engagement campaigns can be successfully implemented in libraries to “bond the community to the library, enhance library offerings to patrons, and enable the library to reap financial rewards.” (Kaye, 2015, p. 66)

⁴⁴ Particularly when mobilised through social media and other digital technologies, public events, coffee houses, exhibits, volunteer openings, in-house training etc., which enable libraries to successfully reach out and “tangibly connect” with larger communities and more people.

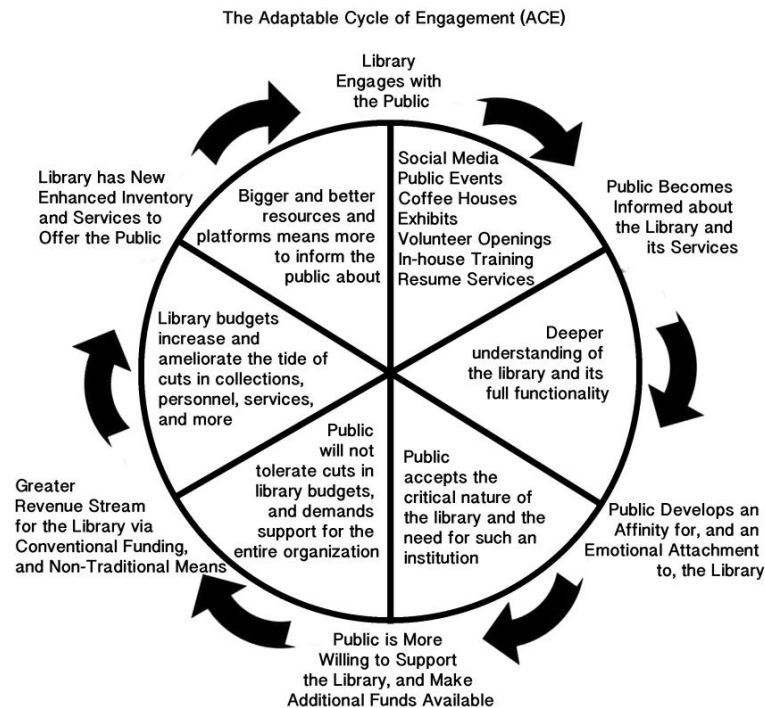


Figure 2: Kaye’s Adaptable Cycle of Engagement (ACE) Model (Kaye, 2015, p. 68)

Kaye’s theoretical construct relates to the public library sector. However, repurposing her “tangible profits” paradigm for not-for-profit organisations could yield quantifiable, material benefits and rewards for HE libraries and their parent organisations, such as enhanced reputation and reach, mutually beneficial relationships within local, regional, national and global communities, and improved student recruitment, especially in relation to applicants from non-traditional, WP backgrounds. Academic library outreach and community engagement initiatives mean:

The library is no longer a general concept to patrons, but rather an accessible and comprehensible resource. This strengthened perception among patrons is significant because it leads to the next stage in the ACE model: once members of the community understand the role and services provided by the library, they develop a heightened affinity for the institution. (Kaye, 2015, p. 68)

Kaye also highlights how “while most library staff can define public engagement, many employees report no involvement in the development of such programs, have little to do with delivering the programs, and receive little or no training in how to actually engage the public”. (Kaye, 2015, p. 67) This contention provides another important avenue of investigation for the research undertaken here.

2.8 Summary

Although a wealth of scholarly literature discussing the theme of academic library outreach continues to emerge from America above all, the contrasting lack of serious scholarship exploring the form and function of academic library outreach and public engagement work with unaffiliated user communities in the UK, which is rooted in original, national, qualitative and quantitative data, is striking. This knowledge-gap offers new and exciting opportunities to conduct ground-breaking, exploratory research useful to wider library and information services professions.⁴⁵ This is especially important given current predictions from established, university outreach and WP specialists who argue that academic libraries and librarians have an increasingly important role to play in supporting wider institutional and national access agendas. (Griffin, 2016; Schneider, 2003, p. 203) As outlined in the recent government Green Paper (BIS, 2015) and subsequent White Paper (BIS, 2016), the perceived commodification and marketisation of the HE sector has created a more challenging and competitive environment, and concerns about potential students from under-represented groups being discouraged from applying to university as a result of rising tuition fees and shrinking support services, especially for those with disabilities and additional learning needs following recent changes made to the DSA. (BIS, 2014; Weale, 2014) The distinct lack of current research about this interesting and important topic from the perspective of academic libraries and librarians who are actively developing and delivering outreach initiatives in UK HEIs justifies the investigation undertaken here.

⁴⁵ Indeed, in the course of conducting the research for the project, I have been invited by the Chair of CILIP's Publicity and Public Relations group to present a paper at their National Conference and/or write an article for their monthly bulletin.

3. Chapter Three - Research Design and Methodology

3.1 Introduction

This chapter describes the chosen research methodology adopted in order to address the project's central research questions. Namely:

1. What are the main forms and functions of the public outreach, engagement and widening participation initiatives taking place in UK academic libraries?
2. What can be learnt from current trends and best practice in the field of academic library outreach, with a view to creating a tool kit which can be used in the effective creation and delivery of activities and events?

3.2 Overview and Rationale

3.2.1 Mixed-Method Approach

The research was conducted using a mixed-method approach in order to combine both quantitative and qualitative research. This was essential given the exploratory nature of the study and the desire to gain as much information and insight into whether public outreach in HE libraries is a widespread and embedded practice, *and* to gauge the type, range, frequency, and impact of activities and events on a national scale. In the field, the methodology consisted of: firstly, conducting an initial set of semi-structured interviews with academic librarians at three different universities all belonging to the same library consortium in South West England to gather instructive *qualitative* data; secondly, creating and disseminating a national online survey for HE library staff to provide *quantitative* balance to the research, alongside additional qualitative data indicative of the wider nationwide situation.

As emphasised by Bryman (2016), mixed-methods research has become an “increasingly used and accepted approach to conducting social research”. (pp. 635-636) The exploratory sequential design (Cresswell and Plano Clark, 2011; Bryman 2016) adopted in the mixed-method approach utilised here, lent structure and coherence to the data collection process by enabling the researcher to prioritise and sequence the methodological processes, develop new research instruments accordingly - specifically the bespoke, online survey questionnaire created for the study, and “generate hypotheses and hunches” (Bryman, 2016, p. 638) for further testing. This was useful and necessary given the relatively underexplored nature of the research topic. Moreover, expanding the original qualitative investigation (the semi-structured interviews) with quantitative research (the online survey) allowed the “scope and generalizability” (Bryman, 2016, p. 638) of the localised, qualitative findings to be scrutinised more methodically and on a national scale, producing a more differentiated and sophisticated end-analysis, and a data-set better suited to fulfilling the second research aim of creating a tool kit.

3.3 Method One: Semi-Structured Interviews

3.3.1 Introduction and Design

A series of semi-structured interviews were carried out amongst local librarian colleagues, with responsibility for academic outreach, liaison and public engagement work, at three HE libraries in South West England during the summer of 2015.⁴⁶ Five librarians were interviewed in total. Each interview lasted for roughly one hour and took place at the interviewees’ respective home library. In part, to enable the researcher to gain a better understanding of the character, atmosphere, ‘feel’, dominant identities, mission, and user demographic of each institution, which may impact upon the form and function of each library’s public outreach and engagement activities. Visiting the libraries and speaking to colleagues face-to-face allowed the

⁴⁶ The three interviews took place on 29th June 2015, 15th July 2015, and 24th August 2015 respectively.

‘values’ behind the events to be revealed, as well as the tangible facts about the outreach work itself to be shared.

Following a review of the literature, and in careful consideration of the central research aims, an interview question prompt sheet was created as a contingency in case the conversations unfolded in unexpected and unrelated directions and required recalibration. (See Appendix 1) The twenty-two pre-prepared questions also allowed the interviewer to vary the sequence of enquiry based upon responses, and have the flexibility to probe further, whilst maintaining an internal consistency so that comparable information could be obtained from each interviewee for subsequent analysis.

With the prior permission of all those involved, each interview was recorded using a professional-quality, digital voice recorder. Notes were taken simultaneously, although these were minimal to permit the researcher to become fully immersed in the conversation, establish rapport, and engage in meaningful dialogue by acknowledging, responding and reacting to any revealing comments, finer details, spontaneous asides, and nuanced opinions expressed by the interviewees. The recordings were then transcribed verbatim, coded and analysed.⁴⁷ Useful and illuminating quotes, key points, and recurring themes were extracted and collated in consideration of the central research questions. (See Appendix 2 for interview summaries and Chapter Four for interview findings and discussion)

3.3.2 Rationale

As highlighted by Bryman (2016), the strength of semi-structured interviews is that they are detailed, and provide a wealth of qualitative data. The interviewees have “a great deal of leeway to reply”, allowing the interview process to remain fluid and “flexible”, honest and open, “eliciting fuller responses, and more complex or

⁴⁷ The full transcripts and the original sound recordings are available to dissertation markers and examiners upon request.

emotionally laden information than a questionnaire might” (Powell and Connaway, 2004, p. 150), adding depth, personal experience and revealing anecdotes to the “quantitative parsimony” (Cassell and Hiremath, 2013, p. 412) of survey results. Most importantly, semi-structured interviews afford self-narration of the different approaches adopted, enabling the researcher to focus upon “what the interviewee views as important in explaining and understanding events, patterns, and forms of behaviour”, including value judgements, or how they actually feel about what they are doing, whether it makes sense to them, or whether it is unclear and still embryonic. (Bryman, 2016, p. 468) This is imperative given the socio-political nature of the topic under review.

In the context of the study, the interviews all yielded a wealth of information about the form and function of local academic library outreach and public engagement initiatives, as well as new questions and avenues for further investigation, including stream-of-consciousness discussions about whether the primacy of EPQ support currently offered was sustainable or justifiable.

3.3.3 Sampling

An academic library consortium local to the researcher provided a natural, supportive, and immediately-accessible “first sample” community (Powell and Connaway, 2004, p. 190) for the initial information gathering process. Five academic librarians in total – one male and four female - agreed to be interviewed. Following Glaser and Strauss’s ‘grounded theory’ qualitative research approach,⁴⁸ the preliminary sample group provided a clear, collective and individual overview of the “phenomena of interest”, or the potential key themes, which needed to be explored further via the national, online survey questionnaire. (Glaser and Strauss, 2008)

⁴⁸ Originally developed in the 1960s.

3.3.4 Ethical Considerations

Each interviewee received a detailed email at the initial point of contact explaining the premise of the research project. Once a date and time for the interviews had been agreed, permission to record the conversations was sought and unilaterally granted. No subsequent objections or concerns were made either before, during, or after the interviews took place. The recordings are securely and safely stored in password protected, online environment. The key interview findings were collated, summarised and compared in tabular format for clarity and ease of navigation. (See Appendix 2) Interviewees' names and their home universities were anonymised, as agreed in advance. The five individuals involved were designated unique identifying codes recognisable only to the researcher.⁴⁹ After transcribing, coding and analysing each interview, the relevant results were shared with the interviewees: firstly, to check for inaccuracies and provide participants with the opportunity to retract or amend any statements which they felt to be retrospectively incorrect or extraneous to the project; secondly, to obtain the interviewees permission to include the collated results and any direct quotes in the final written project. No objections were raised. It was agreed that each interviewee would receive a copy of the final, finished dissertation. This was partly intended as a 'thank you' for their time, positivity and interest, and partially in the hope that the exploratory study and tool kit might prove useful for their outreach work.

3.4 Method Two: Online survey

3.4.1 Introduction and Design

Consistent with the chosen exploratory sequential research design method, the detailed qualitative data collected locally through the semi-structured interviews, revealed certain trends and patterns which required further testing and verification

⁴⁹ Specifically Int. 1, Int. 2, Int. 3, Int. 4 and Int. 5.

through quantitative and qualitative means and on a wider scale in consideration of the national aspirations of the project. An online survey questionnaire was designed to fulfil this task. (See Appendix 3)

The survey was created using Bristol Online Surveys (BOS): a powerful survey tool freely accessible to the researcher through her home institution. The final survey questionnaire included twenty-five questions in total. (See Appendix 3) It was disseminated via JISC's LIS-Link mailing list, as well as personal and professional networks via email, and social media. Prospective participants were also identified and contacted through discussions with librarian colleagues, the SCONUL Access scheme's list of partner academic libraries⁵⁰, the NPCCE, and keynote speakers from the 'Outreach and Collaboration' strand of the annual LILAC conference (including members of CILIP's Information Literacy Group). The online survey ran for just over two weeks between Friday 29th April 2016 and Monday 16th May 2016 to allow for the intervening bank holiday and colleague absences.

The questionnaire was divided into three distinct sections: the first section was designed to collect basic demographic information about respondents, their roles and responsibilities, for example, age, gender, job titles, in order to identify wider trends; the second section focussed on collecting information about the events themselves and asked participants to reflect on a full year's programme of events and activities during the 2014/15 academic year; the third section comprised two questions asking respondents to describe 'ideal' future plans and aspirations for their public outreach and engagement programmes, in order to (imaginatively) capture a sense of the perceived value and impact, longevity and sustainability of activities and events, assess the value and importance ascribed to outreach, WP and public engagement activities by outreach librarians themselves in a more holistic, pseudo-philosophical manner in consideration of the rhetoric of "outreach as mission" (Schneider, 2003, p. 203), and identify core value and advocacy statements.

⁵⁰ For a full list of the UK university libraries participating in the SCONUL Access Scheme, see: <http://www.sconul.ac.uk/sconul-access> [Last accessed 7th May 2016].

3.4.2 Rationale

Surveys give a “handle on the [...] values, activities, qualities or perceptions of a defined [...] community” (Cassell and Hiremath, 2013, pp. 408-409) and, if conducted annually, can provide comparable, longitudinal data over time, enabling the researcher to measure and critically evaluate long- and short-term impact, success and failure. Surveys are particularly good for capturing quantitative data. However, qualitative data can also be gathered through the inclusion of open-ended questions which encourage detailed, free-text replies. Answers can then be semantically coded to reveal key themes, issues and concerns shared amongst respondents.

BOS is a web-based survey tool specifically designed for academic research, education and public sector organisations. It enables collaborative working and benchmarking across multiple organisations. BOS is used by over 300 different organisations in the UK and internationally, proving its credentials as a trusted survey tool, whose resultant datasets are used globally.⁵¹ BOS offers a wide variety of options and embellishments in terms of survey design and appearance, allowing the researcher to incorporate different types of questions to hold respondents’ attention and interest, and elicit the best and most complete answers.⁵² The potential to build in survey logic, separate-out individual questions so participants must only focus on one at a time on screen for clarity and focus, and the ability to make certain questions compulsory, prevents respondents from inadvertently missing out key questions, and offers those kind enough to participate the simplest, least time-consuming, automatic navigation route through the questionnaire, without compromising on content for the researcher.

The choice of BOS was also driven by the researcher’s previous, positive personal experience of using the survey tool to conduct the annual in-house library survey at

⁵¹ See: <https://www.onlinesurveys.ac.uk/> for more information. [Last accessed 24th April 2016].

⁵² For example, the online survey used here included single- and multiple-choice questions, single- and multiple-line free-text responses, compulsory and optional questions, whilst ensuring space was always provided for participants to elaborate their responses and gather supplementary, qualitative data by providing ‘Additional comments’ fields.

her home institution over the past two years. BOS's capacity to receive and store 500-700 completed library survey questionnaires without issue, vindicates its use as a powerful, flexible and reliable survey tool.

Moreover, completed survey responses are available in real-time, with virtually no time delay between the submission and availability of responses, enabling effective and ongoing monitoring and evaluation of progress and response rates, so reminder emails could be sent out, and providing opportunities to provisionally analyse the data prior to the final survey end-date. Participant responses are automatically programmed to download into a database, and can be exported in the form of pie-charts, graphs and Excel spreadsheets, for further manipulation, in-depth comment and analysis, essential to a Master's level dissertation.

3.4.3 Piloting

The survey was initially piloted amongst ten colleagues at the researcher's home library, including Librarians, Senior Library Assistants, and Library Assistants from a cross-section of library departments, to identify any survey design and logic flaws, confusing elements, wording, spelling and grammatical errors, or the need to elaborate or edit certain questions. Feedback from the pilot group was overwhelmingly positive, with most indicating they had enjoyed filling in the survey, that it was clear, relatively quick to navigate and complete. Some test-pilots provided brilliantly helpful comments and suggestions for further improvements: most importantly a separation of the types of resources, services, and other benefits available to those attending academic library public outreach events into two distinct multiple-choice questions relating to access 'during' and 'after' for clarity and completeness. (See survey questions 16 and 17) One tester noted they had never heard of the Million+ university mission group, highlighting the importance of not assuming survey participants' prior knowledge of terminology and concepts unique to the HE sector, and leading to the introduction of an embedded web-link within

question 5 to provide access to descriptions of the different university mission groups, including lists of individual member HEIs.⁵³

3.4.4 Sampling

In consideration of the central research questions, the survey was necessarily limited to UK academic libraries. As Beitin (2012) stresses, a quantitative study, using a questionnaire for example, and drawing upon a large sample representative of the wider sector, produces data which can then be more easily categorised and generalised (p. 248): a result which was highly desirable given the aspirations of the project.

Thirty-four fully-completed online survey questionnaires were returned: a pleasing response rate of 26%, if we assume that, as of December 2015 there were approximately 130⁵⁴ universities and university colleges in the UK.⁵⁵ The respondents are employed at thirty-two different UK university libraries,⁵⁶ providing a good socio-geographical and political spread.⁵⁷

⁵³ Provided by Universities UK. See:

<http://www.universitiesuk.ac.uk/linksforstudents/Pages/Anoverviewofthehighereducationsector.aspx> [Last accessed 29th April 2016].

⁵⁴ See data available from the Higher Education Funding Council for England's (HEFCE) 'Register of HE Providers'. Available, online at: <http://www.hefce.ac.uk/reg/register/search/Overview> [Last accessed 24th April 2016].

⁵⁵ Please note that seven additional responses were received via email from people who did not complete the survey, raising the total number of replies to 41 librarians and the overall response rate to a respectable 31% - just under one third of all UK HEIs. These responses are considered as additional evidence in the research.

⁵⁶ Multiple responses were received from the University of Bath (N=3) and Bristol University (N=4). This was not anticipated in the survey design but is not considered problematic given that, beyond the basic information about outreach work, no two respondents are likely to supply identical answers to the questions asked, especially the more sophisticated questions which seek to generate more in-depth answers.

⁵⁷ A complete list of the HE libraries who took part in the online survey can be found in Appendix 4, Table 1.

3.4.5 Ethical Considerations

A detailed and substantial information sheet introduced the online survey questionnaire to address any initial concerns of potential respondents. (See Appendix 3) Individuals were encouraged to contact the researcher directly by email if they had any additional queries and qualms. A tick box was included at the end of the introductory preamble so prospective participants could formally confirm whether they were happy to proceed. However, the introduction also made it clear that participants were under no obligation to complete the survey and could withdraw their participation at any time. One key consideration and advantage of choosing BOS as the survey tool, was that it is fully compliant with all UK data protection laws and meets UK accessibility requirements.

4. Chapter Four – Interview and Survey Results and Discussions

4.1 Overview

This chapter summarises the results of a series of semi-structured interviews conducted during the summer of 2015 and an online survey of UK academic outreach librarians undertaken between 29th April and 16th May 2016. The findings are presented method by method and the trends and observations made discussed sequentially. The interview and survey analyses presented here primarily respond to research question one:

1. What are the main forms and functions of the public outreach, engagement and widening participation initiatives taking place in UK academic libraries?

Chapter Five brings together key examples of good practice in the organisation and delivery of public outreach and engagement initiatives as highlighted in the interview and survey research, presented in the form of a tool kit in order to address research question two:

2. What can be learnt from current trends and good practice in the field of academic library outreach, with a view to creating a tool kit which can be used in the effective creation and delivery of activities and events?

4.2 Method One: Semi-Structured Interviews

As the first field-work task undertaken for the project, the interviews were instrumental in orienting the study and providing key departure points for further investigation and development. The aim was to conduct a comparative thematic analysis of local HE library public engagement and WP initiatives in order to “generate hypotheses and hunches” (Bryman, 2016, p. 638) about the form and function of

outreach activities at regional level. Following the chosen sequential research design method, the next step involved interrogating the preliminary findings more extensively and systematically through the national online survey to refine the analysis and gain a more complete and sophisticated understanding of the character, purpose, value and impact of academic library outreach and public engagement activities and discourse across the UK HE library landscape.

Each interview is summarised in a separate table included in Appendix 2⁵⁸ to complement and elaborate the findings and discussions outlined below.

4.3 Semi-Structured Interview Results and Discussion

4.3.1 Job Titles, Roles and Responsibilities

As suggested by Arant and Mosely (2000b, p. 145) the interview results highlight how outreach work only forms one part of the core responsibilities held by each of the librarians consulted.⁵⁹ All interviewees balance outreach and public engagement activities with additional subject or strategic managerial, liaison, or operational roles, and rely upon wider outreach ‘teams’ – some comprised of library colleagues who offer their support voluntarily to meet rising demands. For three out of five interviewees, the part-time nature of their outreach remit is characterised by the manner in which no explicit reference is made to ‘outreach’, ‘community engagement’ etc. in their formal job titles.

On average, the planning, delivery, review and improvement of outreach events comprises approximately one-third of each librarian’s worktime during the course of each academic year. Of additional interest is the manner in which Int. 2’s academic library outreach responsibilities have carried over and evolved from a previous post,

⁵⁸ Full transcripts and audio recordings of the interviews have also been compiled and are available from the researcher upon request. The recordings are stored in a secure online environment.

⁵⁹ Although Int. 4 did stress that his predecessor, not-long-retired, had previously been solely employed to organise public outreach and engagement initiatives on a full-time basis.

and were never originally intended to officially form part of her job description. This emphasises the voluntary nature of involvement in public engagement projects predicated upon prior investment, personal and professional interests, attachment, and motivations. This is similarly corroborated in interviewees' descriptions of colleagues within their home libraries offering support and assistance of their own volition. (See also above)

4.3.2 Gender and Age

The academic library outreach colleagues interviewed were predominantly female - only one was male - reflecting the gender split within library and information services professions overall. (CILIP and ARA, 2015⁶⁰; Morris, 2016) Moreover, all of the interviewees were early-career librarians, perhaps with the pre-requisite enthusiasm, and closer in age to the school and college students whose visits form the greater part of outreach and engagement activities run at each of the participating libraries, thus enabling more meaningful and impactful interactions with primary, unaffiliated user groups.

4.3.3 Funding, Staffing, Other Resources and Support

No separate or additional funding streams are available to support library outreach activities at any of the HE libraries consulted, although some receive administrative, events' management, marketing, and supplementary support from other university departments. All interviewees expressed an urgent need for more staff and other resources, including space, to improve and expand the outreach and public engagement provisions already in place. Specifically in order to accommodate the

⁶⁰ CILIP and ARA's 2015 report established that women dominate the Library, Archives, Records, Information Management, and Knowledge Management professions in the UK, although women are still under-represented in senior management roles. The overall gender split of the workforce is 78.1% female, 21.9% male. The gender split of the UK workforce as a whole is 50.1% female, 49.9% male. (CILIP and ARA, 2015, p. 1)

growing number of visit requests received each year from local schools keen to enlist the support of local academic libraries with the prerequisite resources and expertise to support students' IB and EPQ projects. Libraries A and C emphasised how they have already reached capacity in terms of available staff resources. Some of the participant libraries are consequently seeking to recruit new staff – again personnel with only partial responsibility for improving outreach and public engagement strategies - or are contemplating how to expand provisions using existing staff resources in alternative, manageable and sustainable ways. For example, Library C recently recruited to a newly-created 'Engagement Coordinator' post; Library B plans to expand the 'Student Engagement Team' (SET) to include some Senior Library Assistants already in post to help meet rapidly rising demands.

4.3.4 Professional Skills

The interview findings provide clear evidence that professional-level skills are desirable for the planning and delivery of outreach and public engagement events. The unilateral absence of Library Assistant involvement with present outreach initiatives at the interviewees' home libraries was striking. Despite the imminent addition of Senior Library Assistant support for external public engagement projects at Library B, even here Ints. 1 and 2 emphasised how library sessions organised for visiting school groups (which forms the greater part of their outreach remit) had significant cross-overs with the Library's undergraduate information and digital literacy programmes, placing the responsibility for academic library outreach firmly at the feet of qualified library and information professionals. This was, without exception, further qualified by the high levels of professional dedication and interest in the subject of outreach, widening participation and public engagement conveyed by the interviewees. Most expressed a desire to expand their professional knowledge and skills as part of their continuing professional development. For example, plans are in place to establish a working group within the local academic library consortium, which the interviewees are all part of, in order to exchange knowledge, experiences and future plans, discuss and establish examples of good practice, and generally work in a

more collaborative and coordinated manner. Moreover, many of those interviewed had attended, and even given presentations at, conferences and events thematising the subject of academic library outreach and social inclusion (Wilkins and Langley, 2015), including events and intensive training sessions run by the NCCPE.

4.3.5 EPQ Support

The main focus of the outreach efforts described by all of the librarians interviewed relates to the provision of library support for EPQ students from local schools and colleges. The educational core of academic library outreach work with external user groups is therefore consistent with the status of librarians as “key players in the learning process, thereby changing their roles from information providers to educators” (Cooper, Dempsey *et al*, 1998), whereby commentators such as Lippincott (2002) contextualise and normalise librarian involvement and collaboration in wider, traditional ‘learning communities’, where they can help “shift the focus from explaining library resources to meeting ongoing information needs of students in the broad information environment.”

The format of the school, college and EPQ outreach events described, range from one-day visits for groups of between 40 and 130+ pupils, to lengthier programmes involving complementary mentoring schemes, follow-up visits, ongoing walk-in access to physical library collections, as well as some remote access to WP programmes delivered through institutional VLEs (Library A) and library e-resources (all Libraries) within the terms of publisher licences (Library C), and with emphasis on freely accessible databases and e-resources platforms such as DOAJ (Library B). Interesting here, is a self-confessed or implied lack of fundamental knowledge about what the EPQ actually entails amongst interviewees – which has important implications for the perceived impact and value of HE library outreach at institutional level and within national discussions due to a potential lack of effective advocacy (see also below), and how academic library outreach initiatives can best support students undertaking research for such projects. This was discussed at length by the librarians at Library B

above all: Ints. 2 and 3 felt that increasing their knowledge and understanding of the EPQ qualification by looking at assessment board and examining body websites, as well as the EPQ programmes provided by comparator HEIs and university libraries, would prove valuable to the future development and enhancement of their outreach work. For example, librarians would be better able to signpost students to appropriate resources and tailor outreach initiatives to the EPQ's stated learning outcomes, assessment criteria, and qualifying student attributes, improving students' attainment, success, and future opportunities overall.

4.3.6 Internal Collaborations

With the exception of Library C, the academic library outreach librarians interviewed indicated that their outreach work is chiefly undertaken in collaboration with other departments within their parent organisations. Partnerships with WP colleagues – as natural allies in the organisation and delivery of public and community engagement projects, were expected. However, the extent to which academic library outreach appears to be inextricably linked to wider admissions, recruitment, marketing teams, and institutional Centres for Public Engagement, who provide necessary financial, administrative, logistic, staffing and other support in the case of Libraries A and B, was unexpected and somewhat contentious in consideration of wider social mobility debates.

On one hand, academic library involvement with pre-entry programmes such as Library A's 'On Track' scheme and other mentoring initiatives for college and sixth-form students is positive. These programmes enable participants to make 'informed choices' about whether to progress to higher education, and help raise aspirations, as emphasised by the majority of interviewees. However, the fact that these schemes are offered primarily to EPQ/IB students, traditionally from higher-achieving or selective schools and colleges rather than WP schools with lower HE participation backgrounds

based on POLAR data⁶¹, or gifted and talented pupils already tenacious and ambitious enough to put themselves forward to take part in such projects, is problematic. As a profession with a clear sense of social responsibilities in consideration of the public good “both in general and as it refers to particular vulnerable groups”, library and information workers strive to be unbiased and non-partisan and promote “equitable access for all members of society to public domain information of all kinds and in all formats” (CILIP, 2012, p. 3).⁶² This bias fundamentally challenges professional ethics and values. The interviewees’ concerns in this regard are exemplified by Int.2’s (Library B) comments about the need to offer more than just EPQ support for school- and college-based outreach initiatives:

Although the colleges we work with aren’t private [...] they are self-selecting. The EPQ is an extra thing alongside A-levels, and therefore for students who are more academic. [...] Which is really bad [...] if the EPQ is being used in a ‘tiebreaker’ situation, as many schools don’t do it. And I don’t know how schools pick students, whether they elect themselves or the schools say, no, only our top 20% of students are allowed to try for it. So it is a bit of an unregulated, slightly skewed scheme.” (Int. 2)

Furthermore, it can be argued that, if academic libraries only contribute to WP and other university department’s outreach initiatives rather than organising their own separate activities, preserving autonomy in the creation and delivery of these events can become problematic, and important opportunities to develop information literacy skills, maximise impact and value for a wider user demographic missed. This is confirmed in one example cited by interviewees from Library B: a library EPQ session

⁶¹ HEFCE collated POLAR classification data indicates how likely it is that young people will participate in HE across the UK and shows how this varies by area. POLAR is used to inform the targeting and analysis of WP activities. It is also used to calculate HEFCE’s WP funding allocations. HESA additionally uses it to measure the performance of individual universities. More information about how POLAR data is compiled and used can be found online at: <http://www.hefce.ac.uk/analysis/yp/POLAR/> [Last accessed 31st May 2016].

⁶² Library and information professionals’ ‘Responsibilities to Society’ are outlined in section D of CILIP’s *Code of Professional Practice for Library and Information Professionals* (2012). Available online at: <http://www.cilip.org.uk/sites/default/files/documents/Code%20of%20Professional%20Practice%20for%20Library%20and%20Information%20Professionals%20Oct%202012.pdf> [Last accessed 24th February 2016].

was cut short without prior warning due to a previous session which had overrun.⁶³ This lack of 'ownership' suggests library contributions to institutional outreach and public engagement agendas are sometimes devalued. As Crowther and Trott (2004) argue, it is often the case that too often "libraries are willing to give much and ask little in return." (p. 135) Coupled with a self-confessed lack of knowledge about national WP agendas and institutional policies relating to access, WP, and public engagement strategies in general prevalent amongst the interviewees, there is a danger that libraries may become mere delivery agents rather than proactive, strategic collaborative partners, which does little justice to the personal and professional efforts being made at grassroots level. More importantly, it does not provide any leverage to endorse bids for extra resources or funding for outreach and public engagement initiatives in order to keep pace with increasing demands. This tendency is a serious concern. Fortunately, some attempts are being made to overcome such challenges. For instance, Library C appears to be deliberately maintaining a degree of autonomy and separation between the Library, WP, marketing and recruitment departments' outreach and public engagement programmes, although collegial communication, cooperation, and mutually agreeable collaborations are occasionally welcomed. A shared appetite for improved advocacy, agency and impact in local academic library public engagement efforts is also confirmed by plans to establish an outreach working group within the regional academic library consortium in the near future. (Int.1, Library A)

⁶³ In addition, an email received from Sheffield University Library in response to the call for survey participants seemed to initially suggest that the library did not contribute to institutional outreach and public engagement agendas. However, subsequent information included in the text of the email outlined how the library assists the University's Outreach and Widening Participation and Student Services Departments by accommodating library tours and specific school and college activities. In this way the Library appears to have lost sight of its own contribution and important role.

4.3.7 Lack of Formal Feedback and Reporting

Connected to discussions of library advocacy, impact and value were conversations about participant feedback and reporting to University and Library SMTs, which emerged in all of the interviews conducted for the project.

Each of the libraries consulted collects or receives participant feedback following outreach events. Some is returned in the form of pre-collated and pre-interpreted secondary data from other university departments rather than useful raw, qualitative and quantitative data which can be systematically scrutinised in context. In this way there is again a risk that the role, impact, and value of library outreach initiatives are lost in translation and go unrecognised. All of the librarians consulted expressed concern about this: they are both personally and professionally proud of, and invested in, the outreach work they undertake, and consider their roles and responsibilities to be growing in importance as tuition fees, and concerns about keeping HE accessible to all, regardless of socio-economic background, rise.

4.3.8 Differences in Approach

Alongside a long tail of minor differences in approach, form and function of outreach initiatives revealed during the interviews, a major, somewhat unexpected and fascinating difference between the three libraries consulted was the public library strand of the outreach work actively pursued by Library C under the leadership of Int. 5., which embodies the so-called “academic-public library partnership” proposed by Engeszer *et al* (2016, p. 62), and is reminiscent of academic-public library outreach programmes and role of land-grant universities showcased in the American literature, alongside so-called “fourth-generation” co-operations, uniting various types of libraries and non-library agencies. (Schneider, 2003, p. 210)

At the time the interviews were conducted, Library C had been running an 'Open Doors' public-library-linked project since 2012. Initially funded by SWRLS⁶⁴ and working in partnership with Libraries West⁶⁵, South Gloucestershire Library Service⁶⁶, and local school and college librarians, Library C welcomes all local public library members aged 16 and over who can use their existing public library ID cards to access the collections and resources, as well as non-members. All unaffiliated users are extended borrowing rights, alongside access to some of the library's e-resources through the daily issuing of temporary usernames and passwords,⁶⁷ which also provide unaffiliated users with access to printing facilities, and WiFi in the near future. Unaffiliated public library patrons are additionally, and increasingly, being directly referred to Library C when specific resources are not stocked in their home, public library collections. (Int. 4, Library C) Library C actively participates in key dates in the annual library and literacy calendar, such as NLD, and national literacy projects such as the Read South West's 'Rugby Reading Passport' scheme.⁶⁸

Upon closer analysis, the public-library orientation of Library C in comparison to the other south-west UK HE libraries interviewed is multifaceted: firstly, the core collection covers a broader range of subjects compared to the Libraries A and B⁶⁹, which include practice-based and professional courses such as librarianship, health and social care, nursing, midwifery, and teacher-training, attracting those unable to access a similar range of practical, up-to-date resources, also of higher academic quality, from their home libraries; secondly, Int. 4 suspects that those who complete their teacher training qualifications at Library C recommend the library to their students and peers in addition to approaching the Library to host school visits and provide support for EPQ students; thirdly, public-library leanings may be connected to Library staffing practices, whereby recently-appointed colleagues, including the new

⁶⁴ More information about SWRLS can be found online at: <http://www.swrls.org.uk/> [Accessed 30th May 2016].

⁶⁵ For further information see: <http://www.librarieswest.org.uk/> [Accessed 30th May 2016].

⁶⁶ For further information see: <http://www.southglos.gov.uk/leisure-and-culture/libraries/> [Accessed 30th May 2016].

⁶⁷ Ten are available, free of charge every day.

⁶⁸ For further information see: <http://readingpassport.literatureworks.org.uk/> [Accessed 30th May 2016].

⁶⁹ Library A is attached to an institution which ostensibly offers STEM subjects, for example.

‘Engagement Coordinator’, have been recruited from the public library sector. They are therefore potentially more familiar with, and amenable towards, a diverse range of outreach, public and community engagement projects, as well as varied forms of collaborative working with non-HE partners and across different library landscapes compared to more traditional universities (such as Libraries A and B) with established, more hierarchical, career paths which may preclude public library work experience; fourthly, Library C’s relative geographical position and attendant socio-economic factors may be fundamental to its broader appeal and patron base. Situated in an area of the city which is dominated by housing developments, business parks, and a busy ring-road, the local population is relatively distanced from community hubs which would normally feature public libraries and other facilities and amenities. Library C has subsequently assumed an ersatz-public library role and has embraced local community users alongside those of its affiliated users through its ‘Open Doors’ policy; lastly, Library C’s public-library leanings are likely a consequence of its ‘Mission Group’ affiliations and founding values when compared to the other two HE libraries consulted during the initial interview process.⁷⁰ Library C is part of the ‘University Alliance’ group, which, in its own words, represents “Britain’s Universities for Cities and Regions”.⁷¹ In contrast Library B belongs to the ‘Russell Group’ of the 24, more established, research intensive universities in the UK, which demand the highest entry requirements, and tend to be ranked very highly in university league tables.⁷² Library A belonged to the now disbanded ‘1994 Group’, second only to the Russell Group in terms of high entry requirements.

⁷⁰ For a concise overview of the different UK university Mission Groups, see: <https://www.brightknowledge.org/knowledge-bank/bright-voices/bright-voices-2012/natasha-ross/university-mission-groups-explained> [Last accessed 31st May 2016].

⁷¹ For more information about the ‘University Alliance’ Mission Group, see: <http://www.unialliance.ac.uk/> [Last accessed 31st May 2016].

⁷² For more information about the ‘Russell Group’, see: <http://www.russellgroup.ac.uk/> [Last accessed 31st May 2016].

4.4 Method One: Interim Conclusions

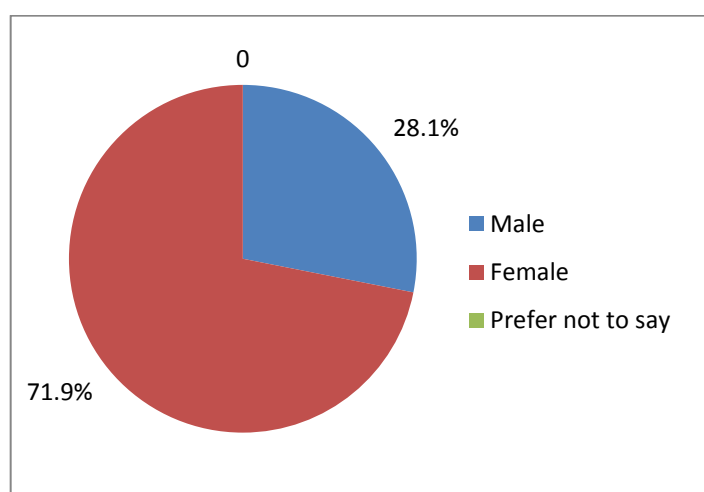
As outlined in discussion of the semi-structured interviews above, key trends, similarities *and* differences were identified in the form, function, and challenges of academic library outreach initiatives. These inclinations are potentially circumstantial, coincidental, or bound by common socio-geographical, economical, or political factors at local level. However, the hypotheses derived from an initial, comparative thematic analysis of interview responses, enables an analytical framework to be constructed for further investigation through a national online survey, the results of which are presented below.

4.5 Method Two: Online Survey⁷³

4.6 Gender and Age

Consistent with the regional interview findings, the survey results indicate that the majority of those engaged in academic library outreach activities are women (71.9%; N=24) rather than men (28.1%; N=10):

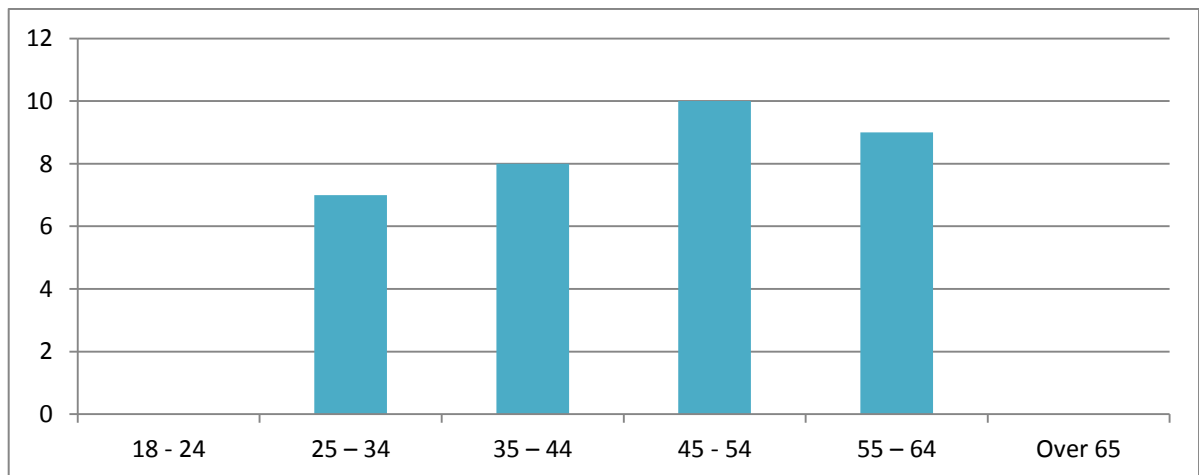
Figure 3: Survey Question 2. Gender – Are you?



⁷³ Please note that not all of the survey data is used in the main body of the survey analysis and discussion. Any sections which are not specifically incorporated within this chapter are provided in Appendix 4 for completeness.

In contrast to the interview results, the survey revealed that library and information workers involved with outreach and public engagement activities are experienced, mid- to later career librarians as opposed to early-career professionals. The dominant groups were represented by the 45-54 (N=10; 29.4%) and 55-64 (N=9; 26.5%) age group categories:

Figure 4: Survey Question 3. How old are you?



This trend is additionally upheld in consideration of the job titles recorded in response to question 6 (see Figure 8), and the more senior, strategic, leadership, and managerial-level job descriptions returned in answer to question 7 (N=11; 32.3%. See also Appendix 4).

4.7 Job Titles, Roles and Responsibilities

Echoing the interview results, the majority of library and information professionals who completed the survey, commonly work on a full-time rather than a part-time basis. (See Figure 5) Nonetheless, with minimal exceptions, outreach and public engagement tasks do not account for a significant portion of most individual's workloads, as highlighted by Boff *et al* (2006, p. 377). Only one respondent indicated that 100% of their time was spent planning and delivering outreach and public engagement events (Newcastle University). Two other surveyees (University of

Northampton; University of Worcester) dedicate 75% of their time to outreach, WP and community engagement work. These three examples are exceptional in the overall national picture delivered by the survey results, whereby 85.3% (N=29) recorded that their outreach responsibilities accounted for less than 25% of their activities. (See Figure 6) Indeed, upon closer examination of the working patterns within this majority group, most spent 10% or less of their time on outreach work (See Figure 7), although one respondent revealed that this may not be entirely representative, given that outreach work is only embryonic within their library, perhaps also hinting that the outreach and public engagement remit is likely to expand in the future. Another respondent was similarly keen to highlight that, although he spent less than 5% of his own time creating or delivering outreach initiatives, he had leadership responsibilities for a wider outreach team: “who make it happen - I provide the funding and the vision plus the university steer”, suggesting the cumulative time dedicated by library staff to public engagement activities overall is greater than 5%.

Figure 5: Survey Question 8. Do you work full-time or part-time?

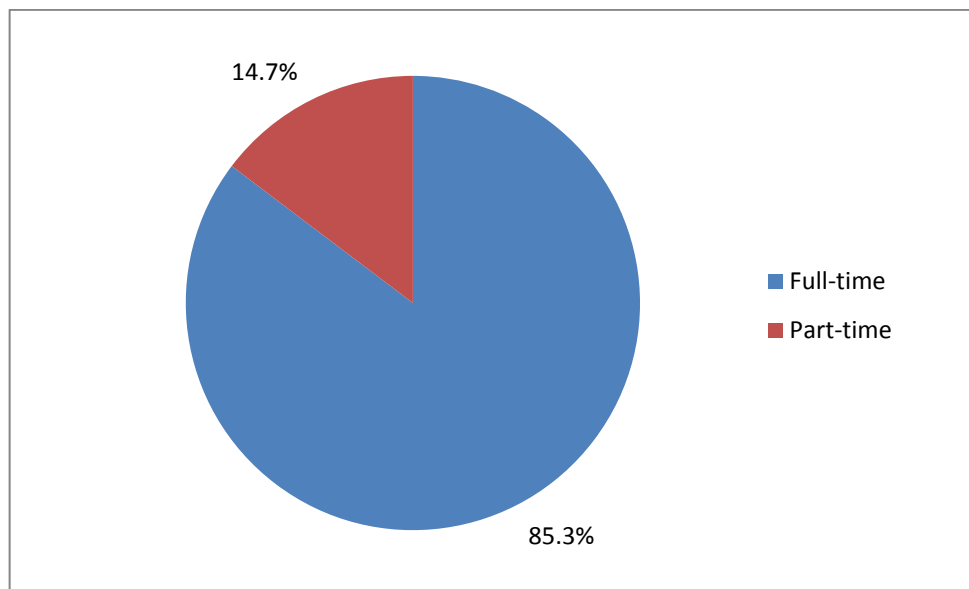


Figure 6: Survey Question 9. Approximately what proportion of your work time is dedicated to organising and running public outreach and engagement activities and events each academic year?

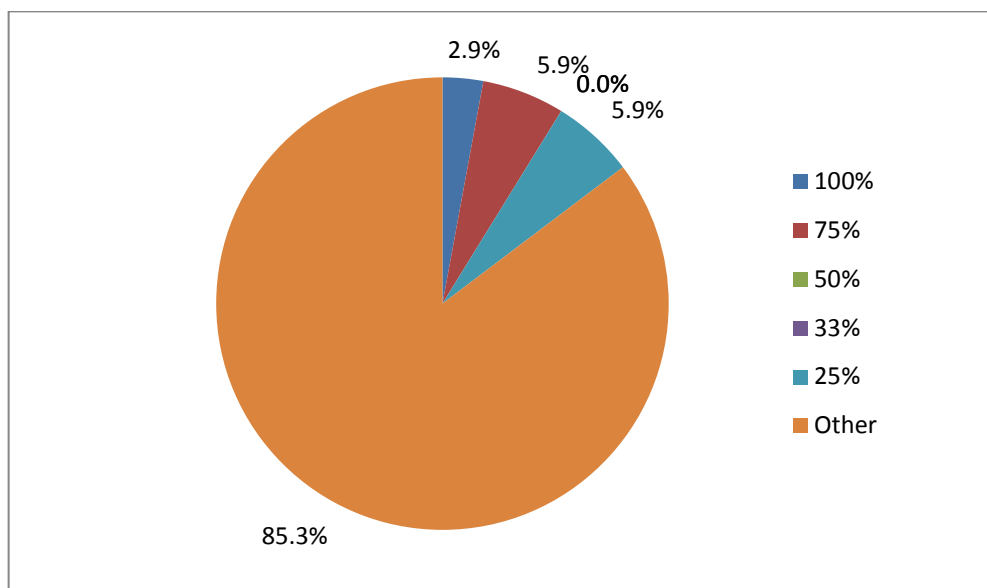
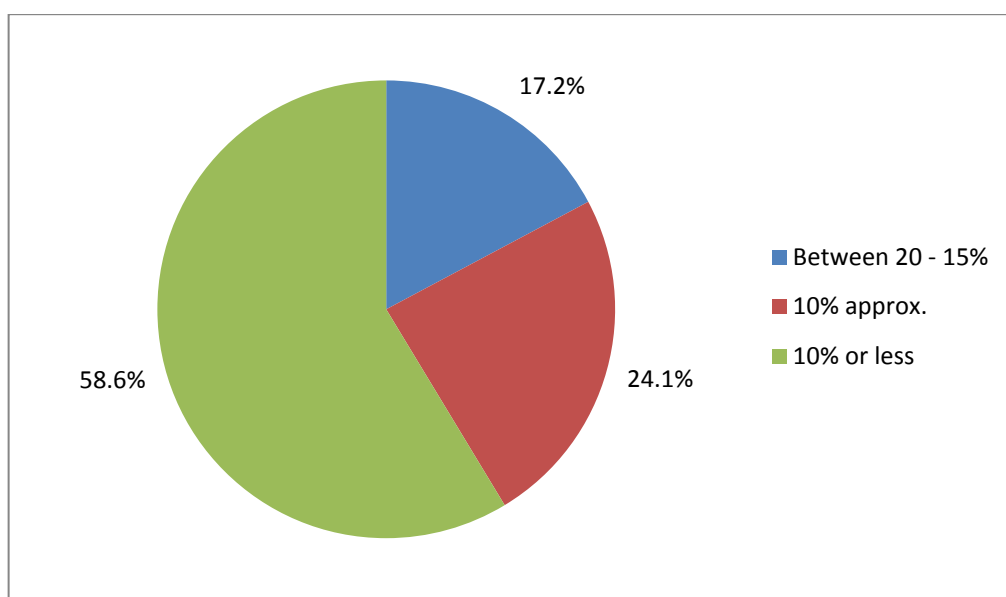


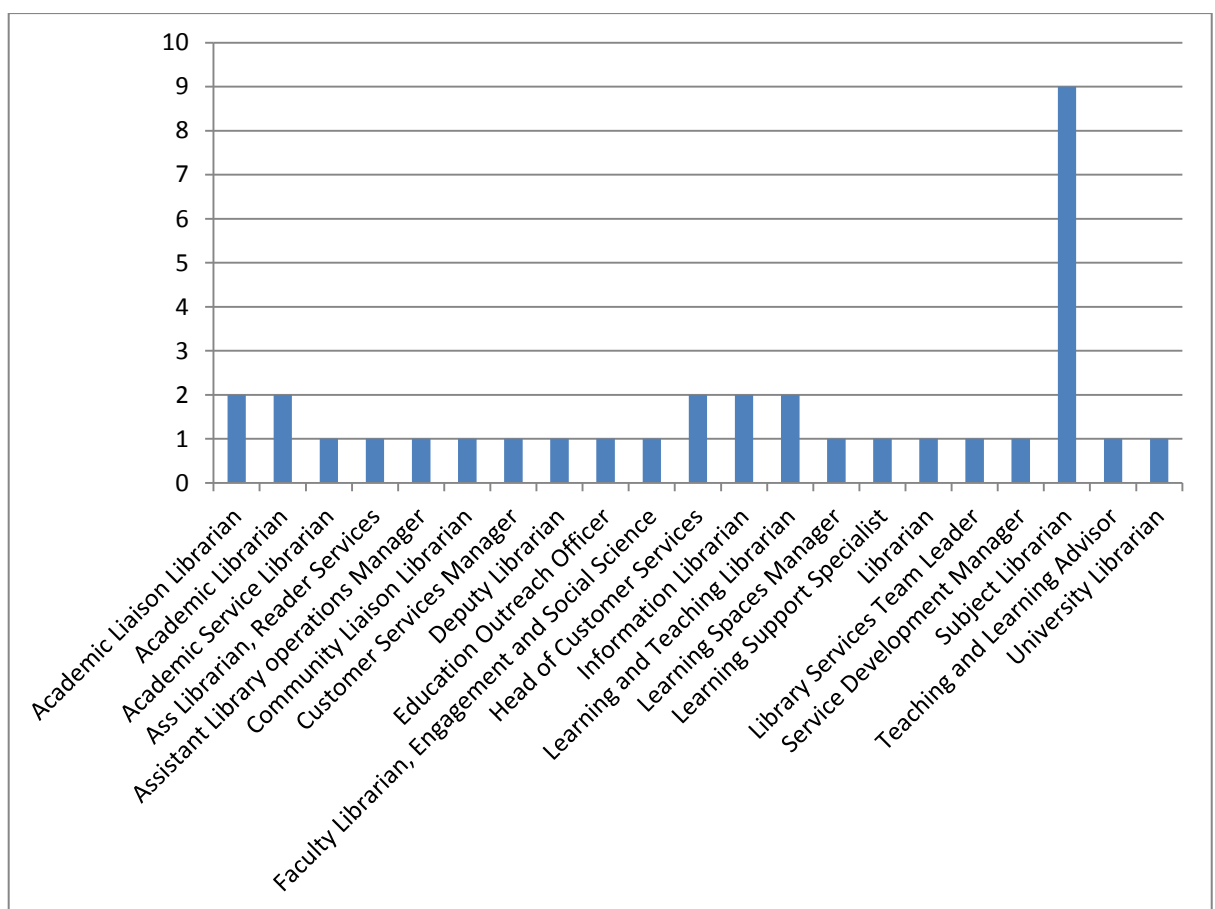
Figure 7: Survey Question 9a. If you selected 'Other', please specify:



The survey revealed many permutations and variations in the job titles of those responsible for outreach work within UK academic libraries. Twenty-one separate job titles were recorded in total from the thirty-four responses. (See Figure 8) At first glance the replies appear to verify trends previously identified in the local, semi-

structured interviews, whereby the biggest group belong to the early-career, ‘Subject Librarian’ branch of the profession (26%; N=9).⁷⁴ Upon closer inspection however, the assortment of job titles provided by participants also encompasses higher-ranking posts such as ‘Deputy Librarian’, ‘University Librarian’ and ‘Head of Customer Services’, normally associated with the top-end of the traditional spectrum of academic library career hierarchies, which outweigh the ‘Subject Librarian’ demographic (44%; N=15).

Figure 8: Survey Question 6. What is your official job title?



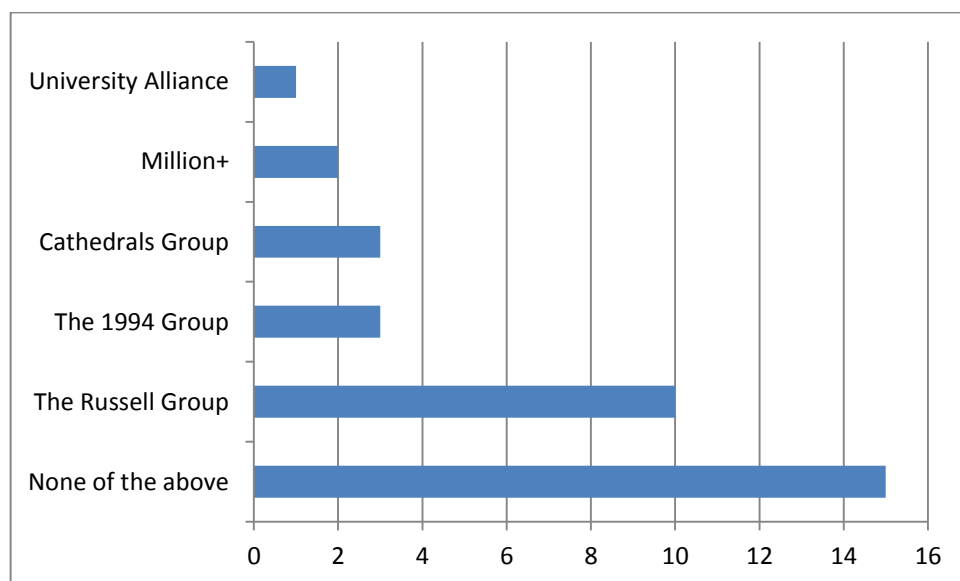
The job titles of only three out of the total thirty-four respondents (9%) made explicit reference to outreach or engagement responsibilities, for example, ‘Community Liaison Librarian’ (University of Worcester), ‘Education Outreach Officer’ (Newcastle University), and ‘Faculty Librarian, Engagement and Social Science’ (University of

⁷⁴ Albeit with a broad range of subject specialisms spanning practice-based disciplines such as nursing and midwifery, to economics, finance and management.

Kent). This indicates that public engagement is probably not a primary function for most participants. Moreover, in consideration of earlier comments about agency and advocacy, the lack of explicit references made to outreach responsibilities in respondents' official job titles potentially restricts the relative effectiveness and opportunities for strategic networking and liaison both inside and outside the individual's home organisations. Rather than being the obvious 'go to' person for collaborations and outreach partnership working, part-time outreach specialists remain anonymous to peers, colleagues, and members of the general public.⁷⁵

4.8 Academic Mission, Values and Identity

Figure 9: Survey Question 5. Which UK university 'Mission Group' does your institution belong to? Select one from the following:



The biggest Mission Group represented in the survey was the Russell Group (29.4%; N=10).⁷⁶ Although the majority of responding libraries (44.1%; N=15) did not register

⁷⁵ The researcher can anecdotally confirm from first-hand experience that this can be a source of intense frustration, especially when seeking to identify and make connections with outreach and public engagement specialists working within other HE libraries.

⁷⁶ Further information about UK university Mission Groups is available online. See, for example: <https://www.brightknowledge.org/knowledge-bank/bright-voices/bright-voices-2012/natasha-ross/university-mission-groups-explained> [Last accessed 31st May 2016].

any specific affiliations.⁷⁷ In validation of some of the speculative hypotheses put forward following the provisional analysis of the semi-structured interviews⁷⁸, librarians' responses to question 11 (see Figure 10) confirm that the newer, post-1992 HEIs, including the Cathedrals, Million+ and University Alliance groups, offering more professional, practice-and vocational-based courses, are indeed more likely to adopt an 'open doors' approach to outreach and public engagement policies (20% collectively) than the more elite Russell (11.8%) and 1994 groups (7.7%, or 12.8% collectively). In addition, question 11 replies reveal that, as more elite, wealthier, research intensive organisations, the Russell Group of university libraries is able to attract external visitors through special and archive collections: indeed, 14.7% of Russell Group libraries' outreach events are linked to such collections compared to only 9.1% of public visits to the newer universities (1994, Cathedrals, University Alliance and Million+), and 7% of those not belonging to any mission group. Furthermore, key national and international library, literature and literacy key dates and celebrations, for example NLD and the Reading Passports projects, which are by definition more public-facing, are more likely to be fostered by non-Russell (7.8%) over Russell Group HE libraries (5.9%).

4.9 Event Format and Participation Rates

The second section of the survey focussed on collecting information about the outreach initiatives themselves and asked participants to reflect upon a full year's programme of events delivered during the 2014/15 academic year. Mirroring trends identified in the initial series of semi-structured interviews, national trends highlight that school and college visits, specifically those run in support of the EPQ, alongside open evenings/days account for the top three areas of public and external engagement efforts. (See Figure 10) More surprising, was the relatively high

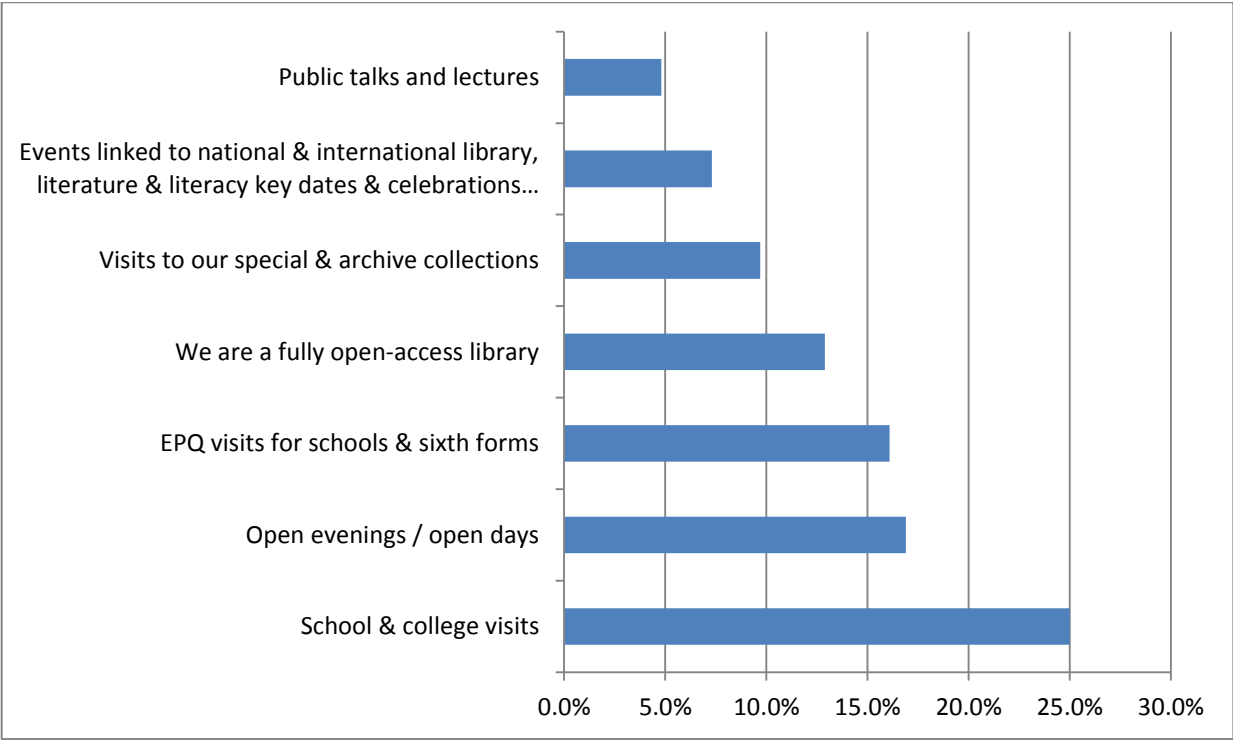
⁷⁷ Please note this may, having scrutinised the survey results more closely, simply indicate a lack of awareness and knowledge regarding university Mission Groups.

⁷⁸ In particular the differences between Libraries A (1994 Group) and Library B's (Russell Group) more traditional schools and colleges/EPQ-centric outreach initiatives, and Library C's (University Alliance Group) 'open doors', more public-library oriented stance.

percentage of all respondents (12.9%) who appear to operate an ‘open doors’ policy for all external and unaffiliated users in comparison with the trends identified amongst the three South West libraries originally consulted, whereby only one operates a fully open-access model.

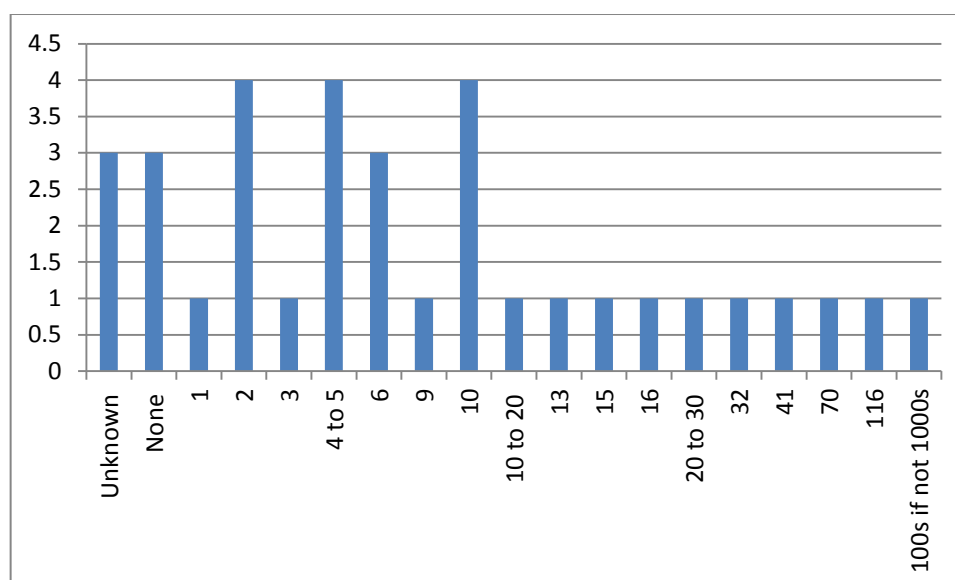
Six ‘other’ responses to question 11 were also recorded. These showcased unique and interesting examples of partnership working and collaborative approaches to public engagement practices by HE librarians both inside and outside their parent organisations, including: advocacy for school librarians; public, impact-related exhibitions; joint projects with local councils and events such as book and film festivals; liaison and networking with other local libraries – for instance Cathedral Libraries, local public, school, and specialist libraries, and involvement with university summer schools and alumni relations. In line with Schneider (2003, p. 210), these examples of “[f]ourth generation cooperation” are encouraging and highlight an enthusiasm to participate in collaborative outreach partnerships in order to reach new, external communities.

Figure 10: Survey Question 11. What types of public engagement and outreach events do you run in your library?



Questions 13 and 14 sought to establish an overview of the average number of events delivered each year and the number of attendees. (See Figures 11 and 12) The responses reveal a fairly complex picture. Overall, most UK university libraries run anything from between ten to 100 separate outreach events each year, spanning the full range of different types of outreach activities identified in question 11, with the greatest number lying between two to ten separate activities per annum (2, 4-5, and 10 events per year yielded the most number of responses at 11.8% each respectively).

Figure 11: Survey Question 13. Approximately how many events did you run / co-organise during the academic year 2014/15?



Responses to question 14 recorded great variation in the total numbers of attendees from anything between zero to 1,800 people, with the majority lying within the region of between twelve and 226 per annum. This range produces too much of a spread to identify any real trends, although it is interesting to note that many outreach and public engagement programmes appear to be extremely ambitious and successful in terms of the overall numbers of people they attract and the number of separate events run each year.

The HE libraries who receive in excess of 250 visitors per academic year represent 32.4% (N=11) of respondents, with several (N=3) offering the full range of activities detailed in question 11 and more in the case of two university libraries who

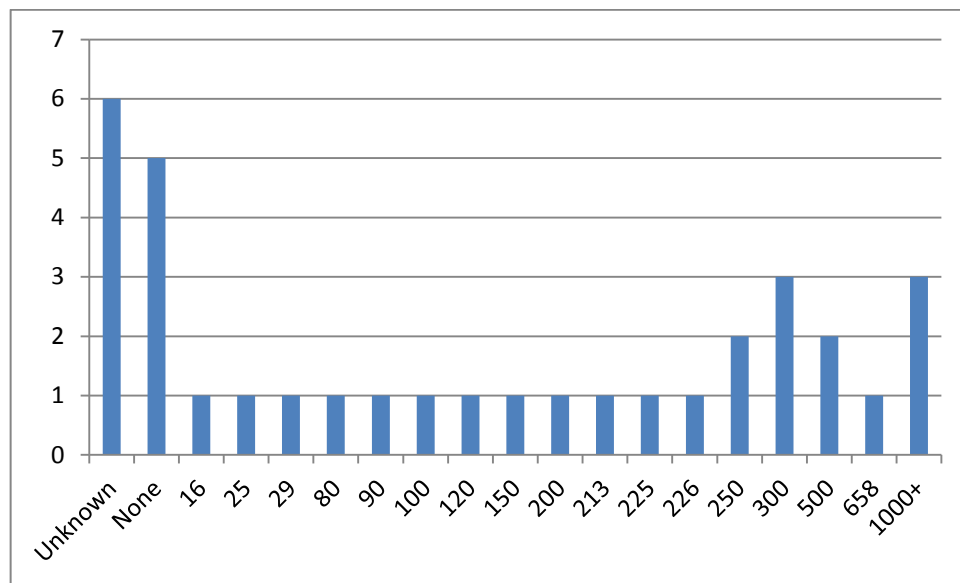
additionally run joint projects with the local council (Durham University) and provided advocacy for school librarians (University of Worcester). For example: the University of Northampton was visited by 500 people during the course of thirty-two separate events; the University of Manchester received 658 people during 116 planned events, the University of Worcester accommodated 1,132 people over 41 events, and University of Newcastle met 1,800 people during seventy separate, planned workshops.

The success and reach of the top-ranking outreach libraries appears to be driven by other factors such as a relative abundance of staffing and other resources. As outlined above, for instance, the University of Worcester has a full-time 'Community Liaison Librarian' who dedicates 75% of their work time to outreach initiatives; Newcastle University's job-share team of two part-time 'Education Outreach Officers' meanwhile dedicate 100% of their time to public engagement events and activities.⁷⁹

The zero figure answers to questions 13 and 14 - representing 8.8% (N=3) and 14.7% (N=5) of respondents respectively, appear a little confusing at first, but are largely explained by individual anomalies elaborated in the comments submitted in clarification of questions 13, 14 and 15. For example, one librarian commented that they were "Not in post during this period", another commented that they have a delivery rather than a coordinating role where they remain unaware of event logistics: "Unknown as I do not organise these events" (both answers to question 13). One librarian noted that there was: "No figure, just attended a public library to give out leaflets" (question 14) suggesting passive rather than active outreach activity, which is nevertheless valid.

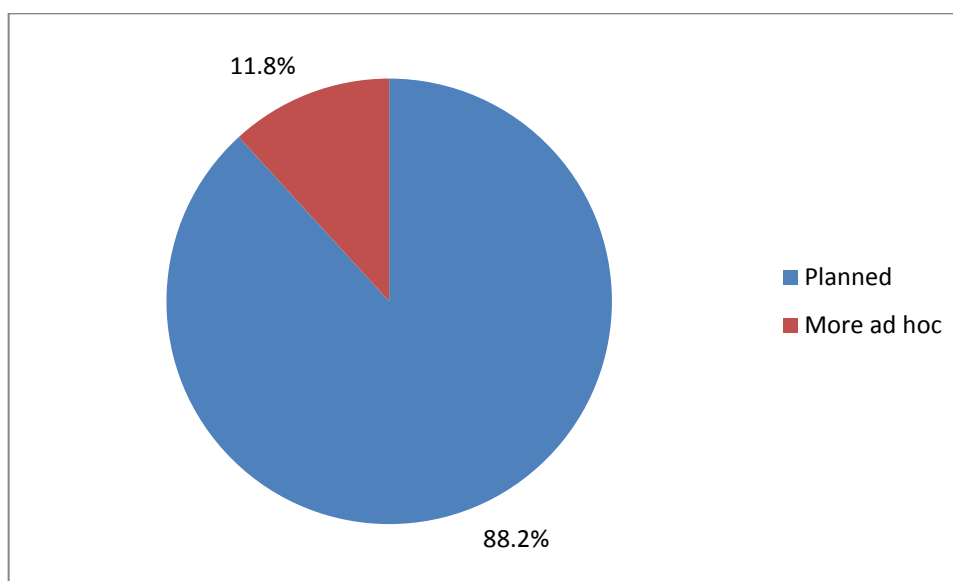
⁷⁹ This was clarified during a visit to Newcastle University on Monday 9th May 2016 and subsequent e-mail exchanges with one of the responsible members of staff. (Johnston, 2016)

Figure 12: Survey Question 14. Approximately how many people in total attended your events during the academic year 2014/15?



Even though 88.2% of participants (N=30) indicated that their events were planned in advance with an adequate lead-in time in reaction to question 15, 'unknown' answers to questions 14 and 13, vague answers such as "100s if not 1000s", and best-guesses rather than accurate figures estimating the total number of events and attendees returned by numerous surveyees, reveals a distinct lack of effective or strategic planning and reporting, as previously discussed in analysis of the semi-structured interviews. As one participant noted in response to question 14: "[It's] very difficult to say. Schools visit can be between 5 and 40 visitors, we don't keep figures." This ambiguity is detrimental to improving and furthering the cause, value, and impact of academic library outreach and public engagement work.

Figure 13: Survey Question 15. Were the majority of your events planned in advance with an adequate lead-in time, or were they organised on a more ad hoc basis and at short notice?



4.10 Partnership Working

Answers to survey questions about partnership working both validate and expand the researcher's previous understanding of the situation as described by the five interviewees. Although perhaps obvious in consideration of the prominence of EPQ support as the main focus for academic library outreach and public engagement initiatives, the survey emphasises how the schools and colleges themselves are essential delivery partners. In relation to research question 2, which aims to create an outreach tool kit (see Chapter 5), it is therefore important to consider how relationships with schools and colleges can be successfully fostered and sustained. Establishing and cultivating strong links may paradoxically mean working more closely with other university departments such as WP, marketing, community engagement, and other teams. For example, WP departments normally engage with a list of local target schools, carefully selected using HEFCE POLAR data.⁸⁰

⁸⁰ More information about how POLAR data is compiled and used can be found at: <http://www.hefce.ac.uk/analysis/yp/POLAR/> [Accessed 31st May 2016].

The relative prominence of internal collaborations with university WP and recruitment departments (21.9% and 16.7% of all responses respectively), corroborates the interview findings and confirms the challenge of engaging in rewarding and valuable collaborations whilst retaining essential autonomy and a proactive approach to outreach work. In extension of the interviews, the tensions of partnering with others are intimated in some of the additional comments submitted in response to question 12. For instance:

“We don't actively promote visits. Schools and colleges approach us and the Recruitment and WP team include us in their promotion, but don't actively promote library as part of a visit”

And

“The widening participation office has all the contacts and asks us to help when possible.”

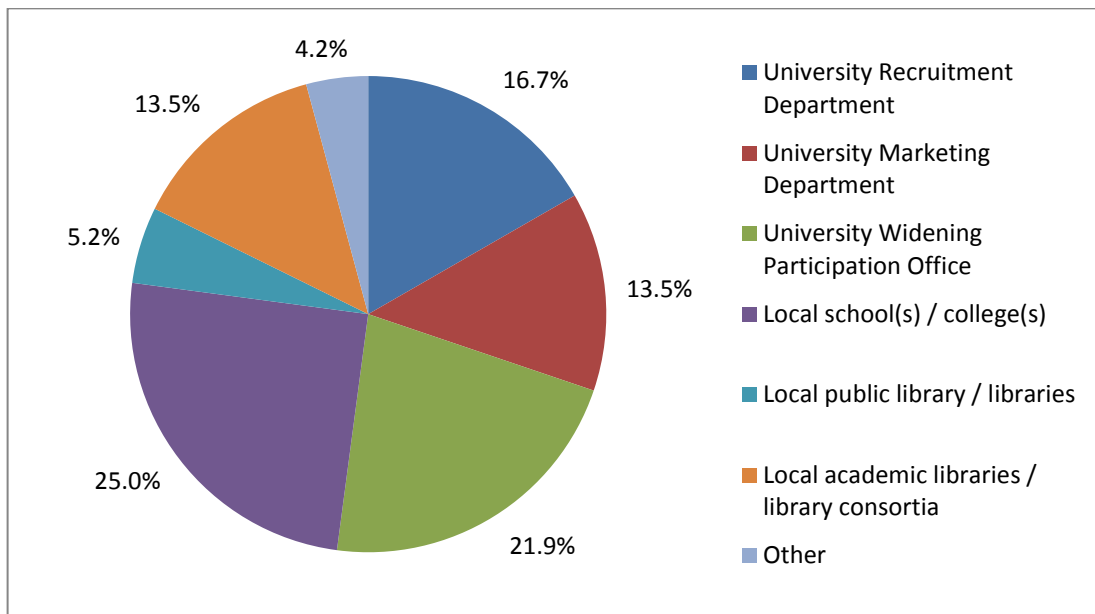
As previously suggested in the interview results, a potential solution is to grow partnerships focussed on developing outreach, WP and public engagement programmes with other academic libraries and consortia, which currently accounts for 13.5% (N=13) of survey respondents' partnership working habits.

An interesting, if relatively small proportion of responses (5.2%; N=5), indicates partnerships are actively sought with public libraries. Although by no means yet widespread, collaborations between HE and public libraries may increase in view of the shrinking of the public sector. This was borne out by one additional comment (out of a total of six) submitted in furtherance of question 12:

“I would love to work more with public libraries (as this is my background) but appreciate the difficulties they are facing, particularly Lancashire which would be our local connection.”

This result implies that Library C's public-library-oriented outreach policies, which had been unusual in the local interview sample group, are not wholly isolated within the nationwide review.

Figure 14: Survey Question 12. Which of the following internal and external partners does your university library regularly work with to help fund, staff, recruit for, facilitate, market, promote and deliver your public outreach and engagement programme?



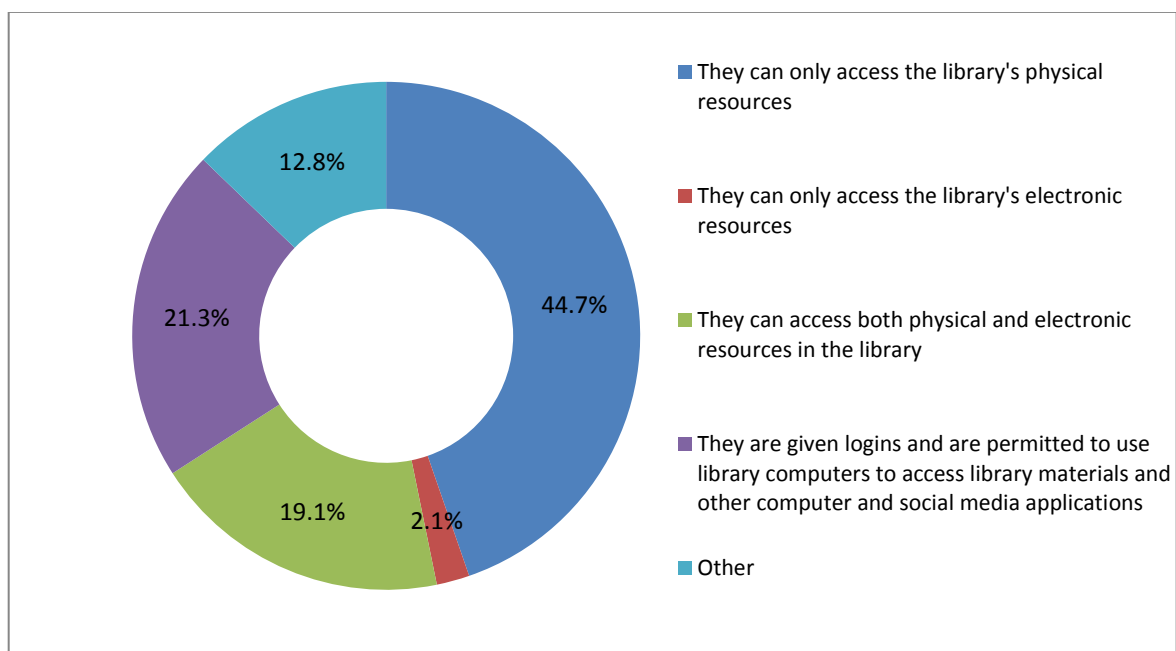
4.11 Access, Services, Facilities and Resources

In response to questions 16 and 17 – which sought to ascertain the extent of access to services and resources both during and after outreach events delivered by libraries (see also Figures 15 and 16 below) - the dominant trend lay in providing ‘walk-in’ access to physical rather than electronic collections in both instances: 44.7% (N=21) during; and 56.4% (N=22) after. In review of the additional comments, post-event walk-in access was sometimes predicated upon applying for public, reference-only membership schemes (N=4). For some libraries, post-event access was further restricted to less busy times, such as weekends and university holidays, in deference to affiliated user groups, and for over 18s only.

A relatively high proportion of participating libraries (21.3%; N=10) provide visiting school groups access to library computers, electronic library materials, other computer and social media applications for the duration of their visit, by issuing individual logins. 17.9% (N=7) of surveyees did indicate that visitors could continue to

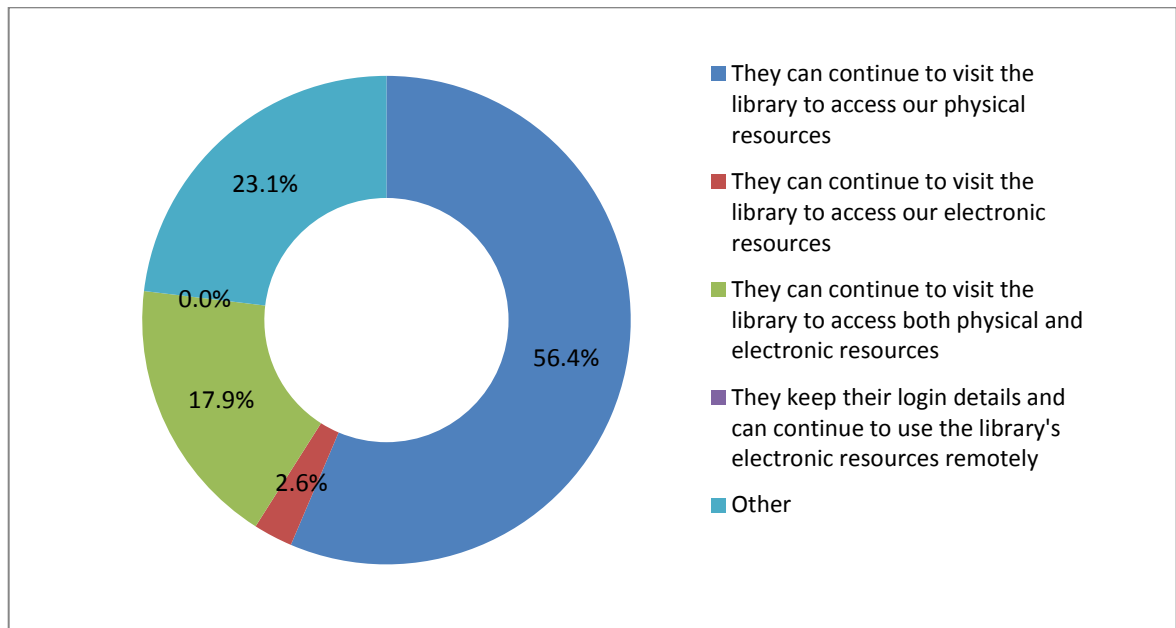
use both physical and some electronic resources post-event, but only if they returned to visit the library in their own time and possessed the prerequisite membership. They would additionally only be permitted to access e-resources within the terms of each individual HE library's publisher licencing agreements.⁸¹ One librarian interestingly noted in elaboration of their 'Other' answer to question 17: "We are currently working on an e-resources portal that will provide access to some of our e-resources. We hope this will be available soon", suggesting e-access is a growing priority area for some HE library public outreach programmes, and most likely a response to increasing external user demand, and the primacy of e-resources over print in most academic libraries as highlighted by Courtney (2001).

Figure 15: Survey Question 16. Degree of access to services and resources *during* the event



⁸¹ As also discussed in the interviews with Library B, Int. 4 and Int. 5.

Figure 16: Survey Question 17: Degree of access to services and resources *after* the event



4.12 Feedback and Reporting

Survey questions 18 to 20 were concerned with the reporting and evaluation of outreach initiatives.

Figure 17: Survey Question 18. Do you gather post-event feedback from the groups and individuals you see?

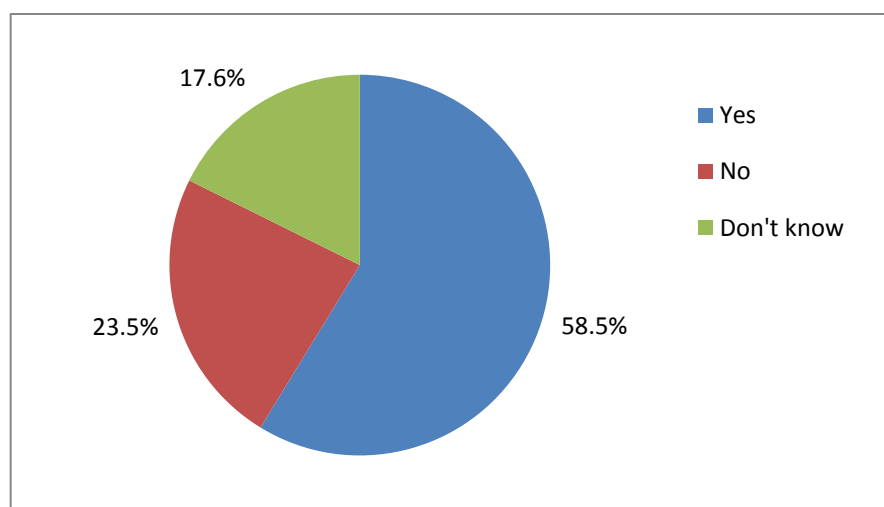
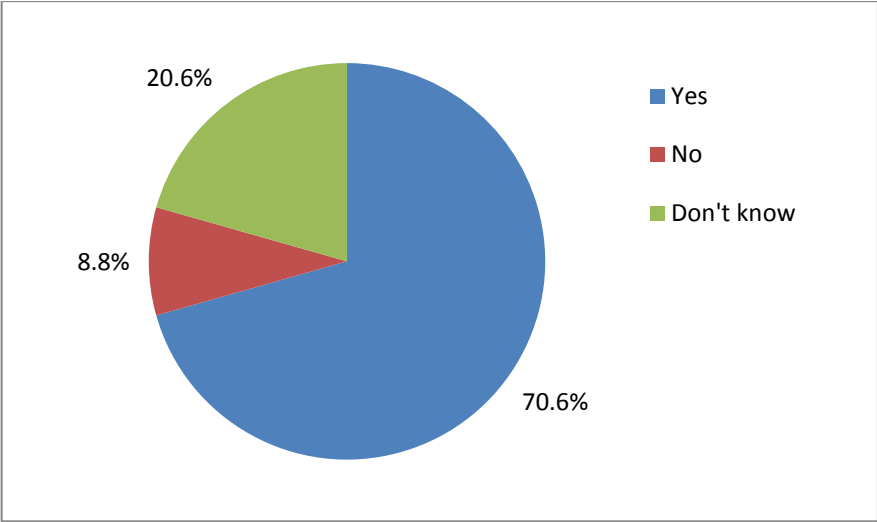


Figure 18: Survey Question 19. Is your public outreach and engagement work embedded and documented within your Library's strategic planning processes?



58.5% (N=20) of survey respondents do gather post-event feedback from participants in order to assess success, impact, and improve provision. (See Figure 17) The remaining 41.1% either do not collect feedback (23.5%; N=8), or do not know whether feedback is collected (17.6%; N=6), indicating a worrying lack of knowledge, strategic planning, and agency. Additional information supplied by fourteen librarians in response to question 18, indicates that the majority of those who gather feedback (50%; N=7) did so in relation to school visits, using various methods, including online surveys, post-event emails to schools, paper questionnaires and feedback forms, verbal and anecdotal feedback from the staff accompanying school groups, social media applications such as Padlet, and post-it notes from events which were kept and analysed. Additional comments returned in response to question 18a indicate a fluid, informal approach to feedback-gathering. For instance: "We have on occasion, but this is not standard"; "Sometimes - it depends how big the event was"; "This is informal and usually via email from the School"; and "We have occasionally sent out surveys to schools."

Three additional comments (21%) outlined how only pre-collated, post-event feedback, as opposed to raw data, was received via WP and Marketing Departments. For example: "I've asked for feedback from the widening participation office which is

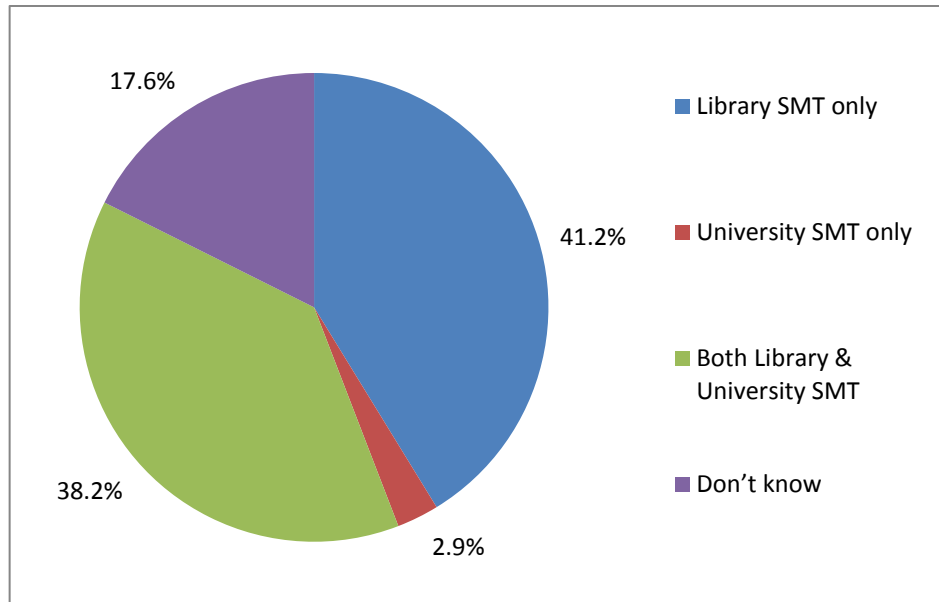
always positive but not specific". These observations verify key interview findings and substantiate the need for further discussions regarding Library agency, self-advocacy and impact factors in the area of outreach and public engagement work, useful for measuring and communicating the library's value to parent organisations, also worthy of consideration in the proposed tool kit. (See Chapter 5) As Singh and Ovsak (2013) maintain: "it is important for libraries to make an effort to create a unique and memorable 'story' for their library that is relatable to their community, whether in the physical or virtual world." (pp. 354-355). The rising importance of embedding access and public engagement strategies within UK universities, as required by governmental policy, makes academic library outreach work a vital part of libraries' 'stories'.

Encouragingly a 70.6% (N=24) majority of survey participants indicated outreach and public engagement work was well-rooted and well-documented in their library's current strategic planning processes. Additional comments submitted by three out of five people in response to question 19, indicate, as hypothesised, that the strategic embedding of outreach, public engagement and WP work within library delivery plans is a direct response to the growing emphasis placed upon the need to expand and improve university interactions and meaningful engagements with local communities within the contemporary UK HE landscape overall. Elucidatory comments include: "This [i.e. outreach] is a relatively new addition to the library strategy to match the increased focus on community engagement from the University"; and "This echoes the university's mission [sic] to work with partners and the community." This burgeoning interest also resonates in respondents' answers to question 20 (see Figure 19) which confirmed a combined majority of 82.3% (N=28) were expected to report back on the success of their outreach activities to Library and University SMTs, signifying that the topic often features on a variety of important boardroom agendas.

Evidence that outreach activities and agendas are not formally acknowledged in library service-delivery plans, allied with the fact that almost one third (29.4%; N=10) of survey respondents were unfamiliar with institutional outreach, WP and access policies, was less positive, and again raises concerns about how HE libraries can demonstrate value to their institutions and proactively contribute to important socio-

political debates by creating successful outreach initiatives if they are not adequately informed about what this entails.

Figure 19: Survey Question 20. Are your public outreach and engagement activities reported back to the Library’s Senior Management Team (SMT) and / or the wider University SMT?



4.13 The Future

The third section of the survey comprised two questions asking participants to describe any future plans and aspirations for their HE library’s public outreach and engagement programmes, in order to honestly and (imaginatively) capture the relative value and importance attributed to outreach and public engagement initiatives by the responsible librarians themselves. The results gave a somewhat mixed picture, which is perhaps emblematic of the rapid and continuous changes and uncertainties effecting the UK HE environment, including the realm of community outreach and access agendas, and the need for continued and further engagement with the topic at strategic and operational levels.

Looking to the near future, survey respondents were fairly evenly divided in reply to question 22 regarding whether or not they had any future plans to extend their outreach programmes, although those who did predominated overall: 38.3 % (N=13) believed they would; 32.4% (N=11) indicated they would not; 29.4% (N=10) had not yet decided. (See Figure 20)

Figure 20: Survey Question 22. Does your library have any plans to introduce any new public outreach and engagement events, activities, projects or collaborations, or partnerships during the next academic year, or expand upon any existing work in new ways?

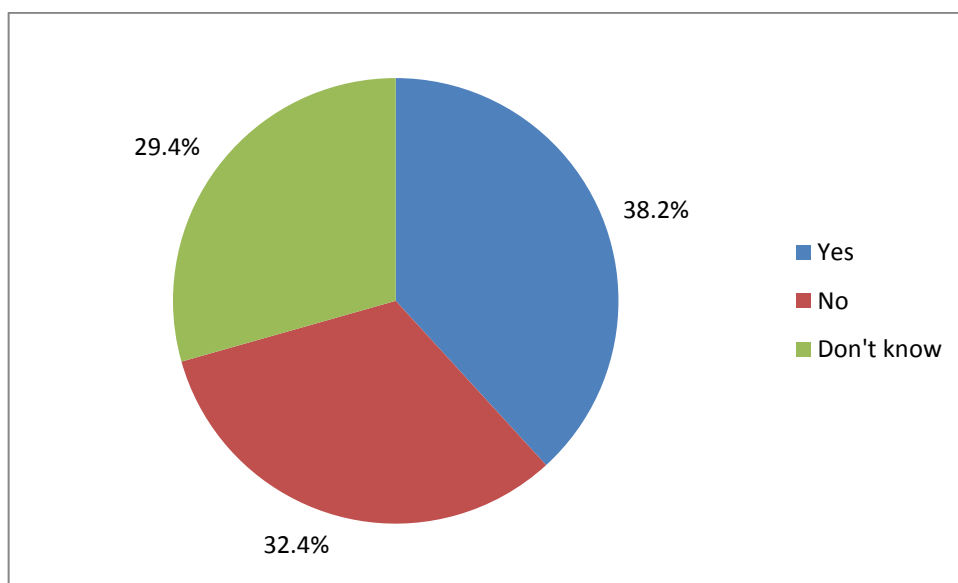


Figure 21: Survey Question 23. Planned new outreach projects and initiatives

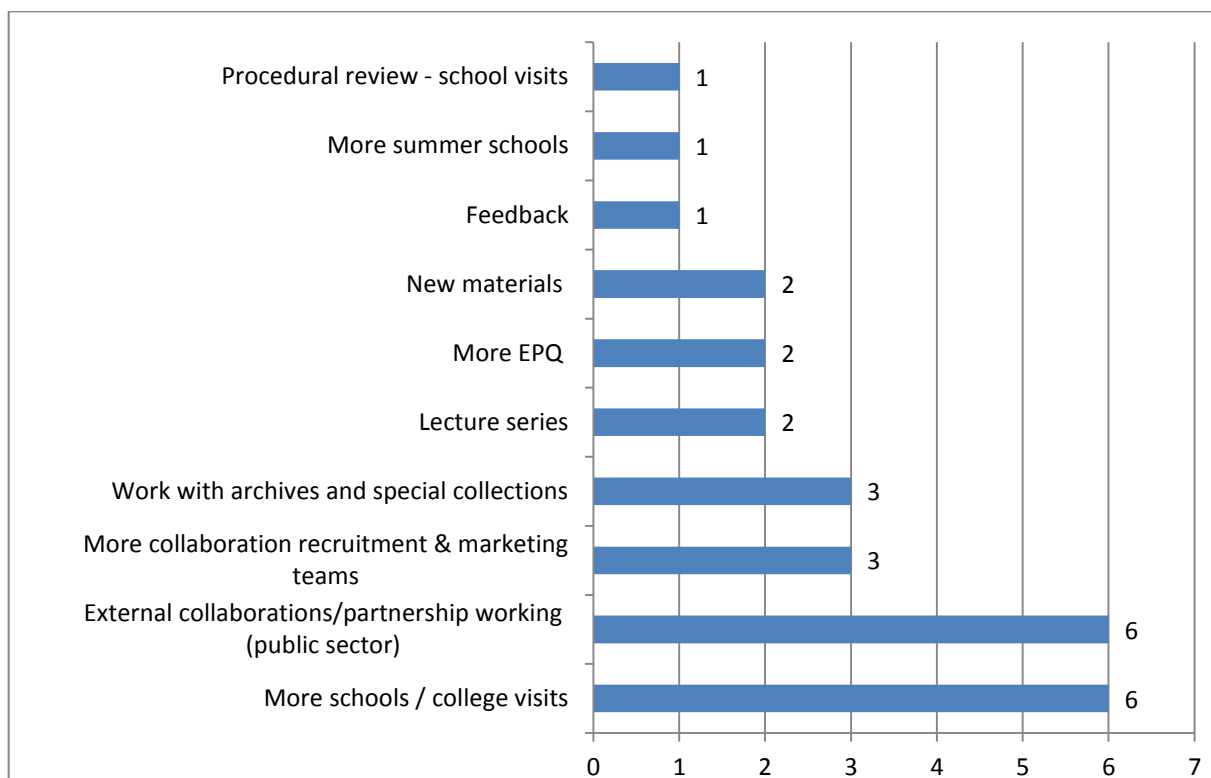
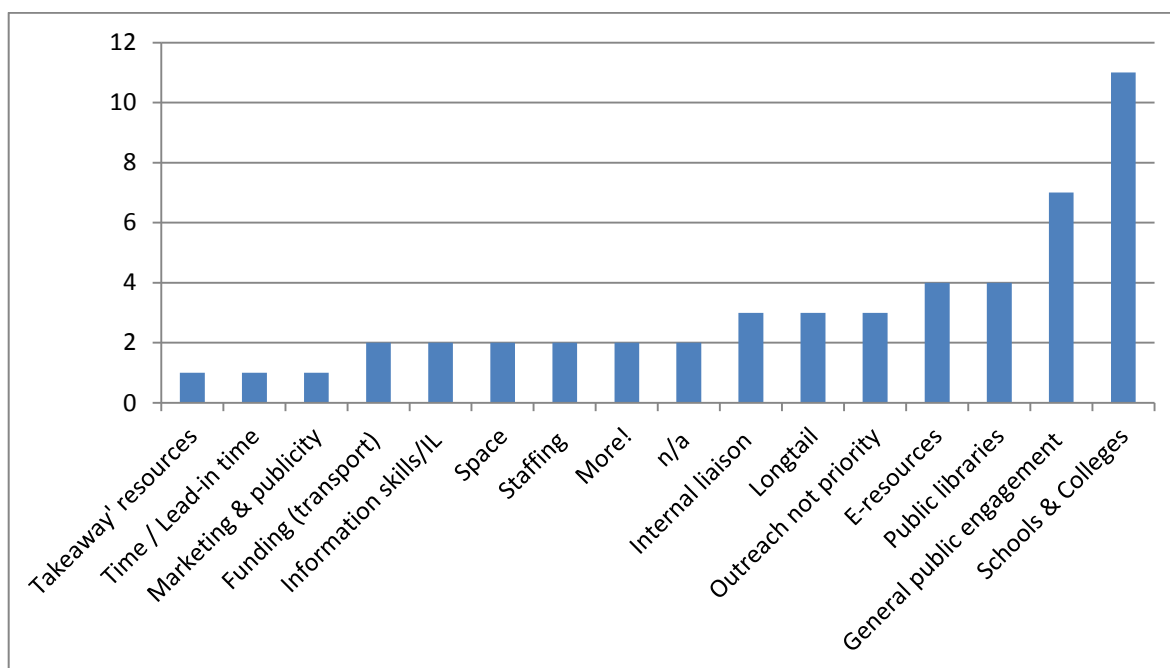


Figure 22: Survey Question 24. If time, money, staff and other essential resources were no object, what would you ideally like to do, or focus upon, in order to develop and improve your public outreach and engagement remit?



Question 23 was designed to record *actual* forthcoming campaigns and strategies as already set out in library service delivery plans for 2016/17. In contrast question 24 aimed to encourage ‘blue sky thinking’ amongst respondents. Yet closer analysis of the replies reveals the latter were firmly grounded in reality, and are extensions of ‘real’ plans and working values within each HEI. The free-text responses to both questions were thematically coded and grouped to reveal the following: in response to question 23⁸², the most popular answers signalled intentions to increase the number of school and college events organised by HE libraries above all (N=6; 22.2%), this was echoed in answers to question 24 (N=11; 22%).⁸³ Here academic library interactions with schools and colleges appear to be inextricably linked to wider discussions relating to student progression to HE, successful, ‘informed transitions’ (Burhanna, 2013) and ‘informed choices’. This was further corroborated by the joint-third most popular responses to question 23 (N=3; 11.1%) which described plans to increase collaborations with university recruitment and marketing teams. The dominance of both themes as an anchor-point for many academic library outreach initiatives is illustrated by the following representative comments:

“We want to develop links with our local schools and colleges, we've discussed visiting them in future. We want to continue to develop our relationship with the University's Recruitment and Outreach dept, so they are able to provide more info about what the Library can offer. We want to further develop the teaching and activities we do with visiting school and college groups.”

“Our WP team are interested in developing more with EPQ groups and as we already work with EPQ groups they have asked us to support them. We also have increasing numbers of summer school visits and year round promotion events by our recruitment team which seem to be increasing.”

“We are reviewing school visit procedures and seeking feedback from schools to find areas we can improve.”

Of great interest in responses to survey question 23, was the relative popularity of planned proposals to collaborate more with external partners in the public sector

⁸² Many of which had multiple strands and created twenty-seven separate discussion ‘themes’ in total.

⁸³ The greater part of which also had multiple, thematic discussion strands, amounting to fifty separate comments in total.

above all, alongside archives and special collections. These included innovative and ambitious projects involving community groups and unaffiliated users entirely outside traditional, affiliated academic user communities, including reading groups, work experience opportunities, more work with local public libraries and charities, involvement within a creative writing festival for children, a lecture series, lunchtime lectures, and much more. Indicative comments include:

“More work with local Libraries, more events in the 'Brunel Authors' Series which would be open to the local community, more work with charities.”

“We regularly do new projects inspired by materials in our Special Collections. Next academic year we will be doing a project on the English Civil War (funded by HLF) and a project on Fairy tales.”

“We have an exhibition programme reaching forward to 2021, a schools outreach programme and many others.”

“We are planning a further civic engagement event with our Archives dept.”

“Currently running a project to establish new local networks. An event and a new partnership are key deliverables.”

Again these comments were mirrored in participant responses to survey question 24, whereby the second most common of the themed answers, express aspirations to develop meaningful interactions with members of the general public (N=7; 14%), for instance through concerts, events, e-resources, and exhibitions, and by seeking more collaborative, working partnerships with public libraries (N=4; 8%).

Such plans seem to lend substance to Schneider's (2003) hypothesis that outreach work is increasingly a “response to an unexpected problem or crisis”, specifically the squeezing of, and desire to support, UK public libraries. In addition, the survey comments appear to uphold Dennis' claim that: “the functionality and overlap of an outreach librarian's job with other public service positions in the library are unavoidable.” (Dennis, 2012, p. 369)

Engaging with the public through archive and special collections expressed by 11.1% (N=3) of respondents overall in relation to survey question 23, had been encountered

in the literature (Fouracre, 2015; Harris and Weller, 2012) but not during the semi-structured interviews, making it a positive and valuable addition to the national review of outreach initiatives. A long-tail of other desirable, wish-list improvements⁸⁴ returned in response to survey question 24, recommended further consideration of issues such as adequate lead-in times, space and staffing, and suggested an appetite for more ambitious outreach and public engagement initiatives, such as bespoke visit packages, (famous) author events, and private study sessions, useful for the tool kit. (See Chapter Five)

⁸⁴ Receiving between one and three comments a-piece.

5. Chapter Five - Tool Kit

5.1 Introduction

This chapter aims to address research question two:

2. What can be learnt from current trends and best practice in the field of academic library outreach, with a view to creating a tool kit which can be used in the effective creation and delivery of activities and events?

The purpose of the tool kit is to collate examples of good practice in the preparation and delivery of outreach and public engagement initiatives within UK HE libraries identified during the semi-structured interviews and survey, and explain how these approaches could be adopted by organisations such as the researcher's home library, where expertise and activity is embryonic. Certain observations relate specifically to visiting school/college groups – a priority area for academic library outreach at present. Ideas from the literature, alongside observations from the inaugural NLD creative writing event for local young people delivered by the researcher's home library in February 2015, are also drawn upon. The tool kit is presented in bullet-point form in places to ensure ease of navigation and impact.

5.2 Pre-Event Organisation and Event Management

Consider the following when organising outreach events:

- 5.2.1 Planning and timescales** - build in the longest possible lead-in times to plan and formalise outreach programmes, especially in the case of collaborative working, whereby partners may have conflicting demands upon their time. In the case of school/college outreach events, take into account curriculum deadlines. Students may only be able to visit at specific times of the year, for

example (Interviews, Libraries A and C), and repeat visits in any single academic year are often unlikely. Link-teachers require sufficient time to obtain necessary permissions from school leaders and parents, and to arrange transport.

5.2.2 Partnership-working – as highlighted by Todaro (2005, p. 143), there are a multitude of reasons to partner or collaborate.⁸⁵ Todaro reflects upon how:

The constant 21st century changes in higher education environments are forcing librarians to rethink their vision and mission and institutional role, restructure their image or “re-brand” themselves, reposition themselves within the higher education environment, and redistribute some expertise and energy into the broader community. Academic libraries are playing a major role in this new higher education environment by extending their reach and “designing new reaches” through strategic partnerships, collaborative relationships, and mutually beneficial alliances and creative ventures. These activities update/change their image, share their expertise, and promote their services. (p. 152)

Evidence of partnership-working in HE library outreach is borne out by the research. Worthy of consideration here are:

- Internal collaborations – for instance with other university departments. This can help secure essential funding, staffing (including WP student ambassadors, Interviews, Library A) and administrative support (Interviews, Library B).
- External collaborations - with public, school, and other library colleagues to organise and promote events and public access to library spaces and facilities. Town or city-based academic libraries can take advantage of their privileged geographical position to actively enhance their visibility to the general public (Interviews, Library C; Survey response: “Our University is moving to a brand new purpose-built campus in 2018 and this will move us into the heart of the

⁸⁵ These include maximising resources, economising, problem-solving, making money for an umbrella institution, indicating worth for services within an environment, giving good/better customer service, creating an information literate community, meeting a need, changing an image, creating a need that should be there, doing a good deed, providing access to information, resources, buildings, services, experts, serving the unserved, building a community. (Todaro, 2005, p. 143)

town and enable us to engage even more with the local community and to do so naturally. I would like people to approach us to ask to use our spaces for concerts, events, exhibitions, etc.”).

5.2.3 Create a portfolio of outreach resources, tools and guidelines – ensure these are kept current and revised regularly based upon user feedback. Focus upon:

- Library websites – create bespoke areas⁸⁶ of Library website providing event booking platforms, agreement and permission forms for schools/colleges (see also below), contact details for library outreach personnel, and robust, online pre-visit information, advice and guidance to help manage visitor expectations, and enable applicants to ‘self-screen’ the relevance and value of their visit (Interviews, Library A). These webpages could potentially also include: tailor-made videos to prepare visitors about how to best navigate the collections, search the catalogue etc. (Interviews, Library A); other interactive and reference material detailing collection/University subject strengths to encourage self-screening.
- Risk assessments and permission forms – robust documentation, developed with support from University solicitors/legal advisors should be included in the resource portfolio, including photo permissions and disability disclosure clauses.
- DBS clearance and safeguarding policies and procedures⁸⁷ - DBS clearance for library staff organising and delivering outreach events is imperative for school/college visits, interactions with the under 18s and disabled users. Careful attention should be paid to child-protection, vulnerable adults’, and safeguarding issues. Libraries may wish to set a minimum visitor age.

⁸⁶ Surprisingly these are only in place at 35.3% of the UK HE libraries participating in the survey.

⁸⁷ For further information relating to DBS checks, see:

<https://www.gov.uk/government/organisations/disclosure-and-barring-service> [Last accessed 26th June 2016]

- Robust selection procedures - fair and equitable selection processes should be developed, especially given the increasing numbers of visit enquiries (Interviews, Libraries A, B and C), in order to prioritise and process each request fairly. For example, think about whether to adopt a 'first-come-first-served' approach (Interviews, Library C). Decide whether visit requests from selective/high-achieving schools/colleges should be given equal priority to those from lower HE participation institutions.
- Venues and space – library outreach events should ideally be held in the library. However, space is often restricted (Interviews, Library C). Identify alternative, contingency venues. Specify a maximum number of attendees per event to avoid overcrowding. Book rooms as early as possible in advance.
- Activities and session design – pre-prepared session plans and resources, including 'takeaway' information sheets, about open-access online resources for instance, can prove invaluable and enable extra sessions to be delivered flexibly and at short notice if the need arises.
- Marketing and communications - develop effective, library-orientated marketing materials and strategies to promote events, including robust and dynamic social media policies.
- Staffing – fully utilise current staff resource and skills base, and consider submitting business cases to recruit additional, (partially) dedicated staff where needed. Create DBS-cleared outreach 'teams' and/or project working groups/parties who can develop in-house knowledge and expertise, and share event planning and delivery tasks. Consider involving hitherto under-utilised Library Assistant staff to help meet increasing demands, and offer important CPD opportunities for all interested staff (see also below).

- Professional development – develop policies and resources to encourage CPD, professional networking, knowledge exchanges, attendance at ‘teach meets’, conferences and courses, such as those run by the NCCPE, which are beneficial to staff development and the growth of innovative and successful outreach programmes, with broader professional value and impact.
- Affiliated user communities – always be mindful of affiliated user communities. (Interviews and survey comments, for example: “University staff and students are our primary concern, although we are working increasingly with Schools and Colleges in our area to "grow" local applications”) This may obligate cyclical working, and the delivery of outreach and public engagement projects outside university term times, additionally complex when considering the needs of external user groups such as schools/colleges, whose visit timetables are also restricted.

5.3 Post-Event Access and Service Development

Try to define and address the following after hosting outreach events:

5.3.1 Library membership – will/can access to library spaces and resources continue for unaffiliated users and is this predicated upon applying for library membership?

5.3.2 E-resources and licencing issues – verify which e-resources can be made available to unaffiliated users (if any), ideally by contacting individual publishers (extremely time-consuming). As evidenced in the fieldwork, additional considerations in discussions of e-resource access include:

- Creating and updating a daily list of logins for a limited number of unaffiliated users.

- Keeping things simple – do not forget to showcase and signpost unaffiliated users to open-access e-resources and databases, for example, DOAJ (Interviews, Library B).
- Creating your own web-interfaces, open-access e-portals, on-line resources branded for external users to explore off-campus. As three survey participants commented: “my next aim is to provide online materials to support students when they are unable to visit us in person”; “We are currently working on an e-resources portal that will provide access to some of our e-resources. We hope this will be available soon”; “For the "Unifest" days we were able to provide logins for the computers but we did not use the library resources. Instead we had created Libguides containing a variety of internet resources that they could explore themselves.”

5.3.3 Service level agreements (SLAs) – embed outreach policies into SLAs to help manage unaffiliated users’ expectations. Clearly signpost policies on Library websites and other information sources. Ensure all library staff are aware of policies and kept abreast of changes.

5.3.4 Information literacy - cross-overs were identified during the research between developing good outreach programmes for unaffiliated users and IL programmes for affiliated users, creating opportunities for the development of mutually beneficial policies, services, and programmes (Interviews, Library B).

5.4 Advocacy, Value and Impact

Dennis (2012) emphasises how “successful outreach initiatives may offer more ways for individual libraries to measure their value to the institution.” (p. 369) In order to demonstrate value (Dennis, 2012), impact, and contribute to wider institutional WP and access agendas, librarians and other information professionals must better understand, communicate, and advocate the value of the outreach and public

engagement work they undertake to key stakeholders and decision-makers. This entails building knowledge and expertise about governmental and University access and outreach agendas, educational policies, curricular and established qualification assessment criteria, marking schemes, desired learning outcomes, and student attributes for the EPQ/IB, for example, alongside strategic planning and reporting, improved communications, and relationship-building. The following should be considered:

5.4.1 Embed outreach agendas – within library service delivery and strategic plans as part of a “compelling vision for the library”. Creating an “Appealing Ambience (Strategic Vision) [...] and genuine desires to connect with their community” enables HE libraries to increase reputation, visibility and impact (Singh and Ovsak, 2013, p. 354-355). Todaro (2005) additionally notes how HE libraries may, in turn need to reassess their missions and objectives “to match changing institutional vision”. (p. 152)

5.4.2 In-house advocacy - outreach and public engagement activities should be fully understood, supported and promoted by all library staff, especially library SMTs. As Singh and Ovsak (2013) hold, extra staff and other resources, improved facilities and infrastructures in themselves are not enough to secure ‘touchpoints’ for community engagement opportunities. This requires a fundamental review of outreach practices and “commitment of time, people, resources, and changes in policies, culture and mindset throughout” (p. 355).

5.4.3 Marketing and promotion - effective and timely marketing of outreach events and robust communications strategies, appropriate to both external and internal partners and stakeholders, are imperative: internal collaborations with other University departments and personnel increases HE library reach and impact overall; external partnerships and collaborations extend this influence. Consider enlisting the help of:

- University Communications Offices/Officers - for support and advice.

- University Marketing Departments - for help in designing and producing promotional materials.
- University WP teams - to liaise with pre-existing link-schools and outreach partners, such as local youth and community groups to promote activities.
- Library colleagues – use professional and personal networks to contact public libraries, school librarians, and other interested community stakeholders. Consider having a dedicated member of the Library team to coordinate events’ marketing, following the example of the recently appointed ‘Engagement Coordinator’ at Library C (Interviews).
- Event delivery partners and facilitators – utilise internal and external stakeholders’ and partners’ social media and other communications channels wherever possible. For example, the creative writing partners who helped deliver the 2015 NLD event at the researcher’s home library estimated they alone re-tweeted information about the event over 600 times.
- Local press – send out pre- and post-event press releases to local newspapers, radio/TV stations, especially if events include well-known authors and personalities. Post these news stories on the University website, internal staff and student newsletters, and Library webpages/social media platforms.

5.4.4 Acknowledgement - in the case of both wholly Library-initiated and more collaborative projects, ensure the Library is acknowledged as lead/co-organiser in press releases and marketing materials. Bring events and initiatives to the attention of University SMTs through regular reporting and boardroom updates. Wherever possible include participant feedback, gathered using simple but impactful ‘user experience’ (UX) methods (Priestner and Borg, 2016) and sector benchmarks, which ideally need to be established through collaborations with other (local) university, school and public librarians, and

working groups, and take into account any national standards, set, for instance by the NCPPE.⁸⁸

5.4.5 Autonomy and agency – it is important to preserve ownership, maintain autonomy and agency even when engaging in valuable partnership working. Adopt a proactive not reactive approach. Be assertive and conserve an internal sense of agency and mission, also in relation to content and delivery requirements. Feel empowered to direct session-design and delivery. For example, WP departments may be keen to only work with certain target schools and community groups whereas libraries may wish to be less exclusive; other departments/partners may attempt to shorten Library sessions if other activities overrun during day-long events, take a firm but diplomatic stance (Interviews, Libraries B and C).

5.4.6 Feedback and reporting - event feedback used for reporting purposes should be quantitative and qualitative raw data rather than pre-collated secondary data received from University WP, Marketing, and other departments (Libraries A and B). Longitudinal data collection highlights shifts and trends over time and ensures evidence-based practice and policies, for example, increasing school/college visit requests linked to the EPQ's growing popularity (Interviews, Libraries A, B and C). This data can be used strategically to bid for funding and other support from parent organisations, partners, and stakeholders.

5.4.7 Job titles and descriptions - ensure community engagement and outreach responsibilities are acknowledged in library job titles/descriptions and supported by good-quality CPD opportunities.

5.4.8 Wider impact and KPIs – although notoriously difficult to formally capture, if available, any indicators evidencing the positive impact of HE library outreach

⁸⁸ If academic library outreach continues to grow, CILIP may also wish to develop its own standards and toolkits to support professionalism in practice.

initiatives upon school/college students' EPQ/IB attainment and the value of contributions made by outreach librarians to cultivate the prerequisite skills and attributes essential for successful university admissions, would prove a powerful advocacy tool (Interviews, Library C).

5.4.9 Related Resources:

- CILIP's Impact Toolkit (membership required) – this online resource provides practical resources, information and support for members. See: <http://www.cilip.org.uk/membership/benefits/virtual-learning-environment-vle/impact-toolkit>
- EPQ Information - See the AQA's website: <http://www.aqa.org.uk/> and <http://www.aqa.org.uk/programmes/aqa-baccalaureate/extended-project/the-aqa-epq>
- 2016 Government White Paper - *Success as a knowledge economy: teaching excellence, social mobility and student choice*. Available online at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/523546/bis-16-265-success-as-a-knowledge-economy-web.pdf⁸⁹
- Association of Commonwealth Universities' (ACU) consultation document – the ACU's 2001 report *Engagement as a Core Value for the University: A Consultation Document* provides a useful checklist against which outreach librarians can gauge the purposes, policies and progress of community engagement programmes. Report available online from: <https://www2.viu.ca/integratedplanning/documents/Engagementasacorevalueoftheuniversity.pdf> [Accessed 24th January 2016].

⁸⁹ All three websites last accessed 30th May 2016.

5.5 Looking to the Future

Academic library outreach and public engagement initiatives should remain aspirational and evolve in line with sector and service changes overall. The following should also be taken into account:

5.5.1 Creative partnerships and practice - as Tucker (2009) encourages:

Start small the first year by learning who the valid partners are within the community and then begin to build relationships with them. [...] don't limit the assessment to other academic, school, public, and special libraries. Look beyond the typical partners to groups such as museums, businesses, social groups, service organisations, local government, media, and health care organizations. [...] Don't limit the possibilities by thinking only about organizations that the library has worked with in the past or that have an educational component." (pp. 182-183)

5.5.2 Beyond the EPQ? – consider offering more than just dominant EPQ support for schools/colleges, as expressed by several outreach librarians during the research concerned about the potentially prejudicial and elitist tendency of this focus, which favours already high-achieving/private schools/colleges and students, and hampers the advancement of WP and access agendas amongst lower-participation HE communities (Interviews, Library B; Survey response: "Invite more students from state schools, not rich private schools - my opinion only!") Instead, as suggested in the survey research, engaging with the public through new and innovative projects linked to archive and special collections (Fouracre, 2015; Harris and Weller, 2012), as well as initiatives such as reading groups, work-experience opportunities, concerts, lectures, writing festivals, author readings, and making Library spaces available for 'maker-space' style community events, appealing to both affiliated and unaffiliated users.

6. Chapter Six - Conclusions and Future Research

As Arant and Mosely (2001) assert: “outreach is a concept that is gaining more and more significance in libraries.” Although UK HE librarians are actively and enthusiastically embracing and promoting the notion of ‘publically engaged’ universities through a plethora of modest and ambitious public outreach initiatives aimed at unaffiliated users, including schools, college, and other community and interest groups, this is under-acknowledged in the literature, especially when compared with the North American academy. This discovery, accompanied by the researcher’s professional and personal interest in the topic of HE access and WP in general, offered a unique and timely opportunity to undertake an exploratory study of the situation in the UK noticeably missing from the field.

The project presented here endeavours to go beyond the ubiquitous case-study approach and offer a more exploratory, critical, systematic and context-based reading of outreach discourse and HE library public engagement strategies examined against a background of broader professional, socio-political, economic, and ideological issues, including the recent announcement of a new government White Paper about teaching excellence and increasing social mobility through improved outreach and access agendas (BIS, 2016).

A mixed-method, sequential research design, consisting of an initial thematic analysis of a series of semi-structured interviews followed by a national online survey, captured current, robust and comprehensive qualitative and quantitative data for analysis. The results and discussions which emerged both validated, expanded and challenged current understanding of the form and function of academic library outreach specific to the UK-national context.

Dominant themes and trends characteristic of the form and function of HE library outreach initiatives were identified in consideration of research question 1. Above all, the results highlight how library-based public engagement activities primarily support

‘informed transitions’ and ‘student life-cycle’ programmes, including those concentrated upon reaching individuals from low-participation HE backgrounds. For example, academic librarians offer local school and college students access to the prerequisite resources, staff, study skills and information literacy support essential for the successful completion of the EPQ and other school-leaving qualifications. In the words of one survey respondent:

“This work is imperative as students need to get an idea of independent research before they move on to HE; having attended various meetings I can see that many universities are taking this seriously and are creating outreach opportunities.”

Indeed, the research reveals that demand for school and college visits exceeds supply, reviving librarians’ concerns about the future sustainability of unaffiliated user access to HE libraries previously raised by Josey (1969), Piternick (1979), Martin (1990), Courtney (2001) and Schneider (2003, p. 203).

Of further interest and significance are collaborations, or the desire for co-operations, between academic and public libraries identified in the study: evidenced locally, for example in consideration of the ‘open doors’ policy adopted by Library C (see Chapter Four - interview analysis), and nationally in view of the fact that 8% (N=4/50) of survey respondents would ideally like to focus upon developing partnerships with public libraries in order to develop and improve their public outreach and engagement remit, if resources were unlimited.⁹⁰ This confirms the existence and rise of “academic-public library partnership[s]” as proposed by Engeszer *et al* (2016, p. 62) and likely reflects the wider plight of the squeezed UK public library sector.

The project has also revealed a genuine sense that more could and should be done amongst HE library outreach and community engagement specialists, with many lamenting a lack of staff and other resources to develop and foster successful public outreach initiatives. For instance, none of the librarians consulted during the research receive specific budget allocations for the outreach and community projects they

⁹⁰ See responses to survey question 24.

organise. Moreover, librarians' public engagement responsibilities are rarely acknowledged in official job titles, with the majority volunteering their time and merging their efforts with existing workloads, or carrying responsibilities over from previous posts, as identified by Boff *et al* (2006, p. 145). As one, relatively privileged, survey respondent stressed⁹¹:

“Unlike my institution I'm not aware of anywhere else that has funded a dedicated role for this which leaves many library teams squeezed in trying to provide such services.”

This has led to a desire amongst highly enthusiastic and committed outreach librarians to grow and improve public engagement provisions in more sustainable and creative ways, including a long-tail of diverse and ambitious initiatives, ranging from exhibitions, book and film festivals, and involving partnership working with an assortment of internal and external stakeholders, including local public, school, and specialist libraries, local councils, university marketing, recruitment, WP and alumni relations offices, as highlighted in the survey responses.

The project's second research aim – to create a tool kit based upon examples of good HE library outreach practices as revealed in the interview and survey results, seeks to address the absence of formalised professional standards, policies and benchmarks. CILIP and other professional bodies may need to proactively intervene to ensure excellence and parity in the preparation and delivery of public engagement events going forward, particularly those organised for under-18s which obliges careful consideration of safeguarding and protection issues, not normally encountered on university campuses.

Furthermore, a perceived lack of advocacy and agency in the organisation, delivery, and development of HE library outreach and public engagement initiatives, expressed by those who participated in the research, needs to be urgently addressed. This diminishes the value, impact and recognition of library-led contributions to

⁹¹ This individual's outreach responsibilities are formally acknowledged in her official job title of 'Library Education Outreach Officer'. She is very much in the minority here.

institutional WP and access agendas. Possible solutions and strategies to counteract this are additionally outlined in the tool kit.

The enthusiasm of the interviewees, the healthy 26% response rate to the national survey, the invitation received from the Chair of CILIP's Publicity and Public Relations group to present a paper at their National Conference and/or write an article for their monthly bulletin, accompanied by requests from several survey respondents that the results of the research enquiry are disseminated and shared, demonstrates the project's currency and value. In order to expand upon the preliminary findings, it would prove beneficial to carry out further, targeted investigations in order to refine the analysis and tool kit. Follow-up interviews with representatives from libraries at Newcastle University, the University of Northampton and the University of Worcester - all with dedicated librarians who spend 75% to 100% of their time planning and delivering outreach, WP and public engagement events - or HE libraries where outreach work is exceptionally prolific and successful, would prove particularly valuable. For instance, it would offer the opportunity to identify any similarities and fundamental differences between the strategic and operational objectives of these pioneering libraries and their parent organisations vis-à-vis access, WP and community engagement, and elaborate the trends identified in the exploratory research presented here.

In addition, closer scrutiny of the resources and information published in support of public outreach and engagement initiatives on HE library websites, which was unfortunately beyond the scope of this project, would help broaden understanding and provide a wealth of supplementary material and examples of good practice to refine the provisional tool kit.

To conclude, as Graham (2005) stresses, although it is admittedly much easier for university libraries to listen to and meet the needs of the student and faculty populations they serve, those outside of the immediate university community are also key stakeholders, and equally important to the library's overall mission, goals, and success:

No matter the size, universities remain dependent on the communities that surround their campuses [...] It can be difficult in the bustle of university life to find time to tend to the people not directly supporting the University (financially or otherwise). However, it is an important necessity to find the time and resources to do so. While it is easy for colleges and universities to build ivory towers, it is just as easy for us to invite the public into them. (p. 120)

Martin (1990) similarly stresses that it is “the ethical duty of academic librarians, as librarians and as members of the academic institution, to guarantee that access and to resist any policy or practice that limits or denies it.” The massification and democratisation of higher education in the UK has fundamentally improved personal and social mobility and has brought with it new educational missions and civic responsibilities characterised by notions of the “engaged academy”. (Geary-Schneider, 2000) These obligations and concerns have similarly permeated the strategic visions, missions and operational objectives of academic libraries and librarians.

Lastly, according to Crowther and Trott (2004), outreach initiatives for unaffiliated and affiliated users help libraries to reach new and current library users in new ways, tap into community assets and strengths, gain support for library resources and/or programs, gain valuable community feedback, and create new resources (p. 135): all vital factors guaranteeing impact, value, success, growth and prosperity for UK HE libraries in exceedingly challenging and competitive times.

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Appendices

Appendix 1: Semi-Structured Interview Questions Prompt Sheet

Preamble:

- Who I am.
- What I am researching / overview of the project as it stands.
- Why I am here today – in essence to find out more about your public outreach and engagement activities, what they entail and how they are organised etc. ...

Key questions to cover:

1. What types of events do you offer and to whom? - Regular contacts? Local groups? Personal contacts / established links?
2. How many events do you run on average each academic year?
3. Are they one-off events or part of a regular, pre-organised annual programme?
4. Do you also run *ad hoc* sessions requested at short notice? If so, under what circumstances?
5. Do you run repeat visits for the same groups / individuals in any one academic year? Why?
6. Do you ever have to deny / refuse a visit / activity request? Why?
7. How do you decide which requests to fulfil / not do etc.? First-come-first-served? Availability of staff and other resources?

8. Have you / do you ever refuse a request for an event / visit? Why? (time, staffing, cost, other strategic reasons?)
9. Do you run your outreach events at a particular time of year? Why? (e.g. Extended Project Qualification – EPQ and / or in summer / other university vacation periods when ‘home’ library students aren’t around?)
10. Do you regularly run your events in cooperation / collaboration with other *internal* departments / areas of your University? (e.g. Widening Participation Office? Recruitment and / or Marketing Department? Academic departments?)
11. Do you regularly run your events in cooperation / collaboration with other *external* organisations or individuals e.g. local government / not-for-profit / commercial organisations, other academic or public libraries, local library consortia, schools and colleges etc.?
12. Are you directly approached by individuals, groups, schools etc. to run / host events?

OR

13. Are you approached through / in collaboration with other University departments and personnel e.g. Widening Participation Office? Recruitment and / or Marketing Department? Academic departments and lecturers i.e. Is what you do part of a wider institutional widening participation / access, public engagement programme?
14. How are your events funded?
15. Do you have a pre-allocated budget?
16. Do you receive support (funding, staff, or otherwise) from other University

departments for your outreach work?

17. Who provides / does what if you do work in collaboration with other individuals and organisations within your organisation? e.g. administration, event management, funding, the activities themselves including delivery, refreshments, staff and any other support?
18. Do you have formal agreements / contracts in place with internal and / or External partners?
19. Have you created an in-house suite of documents / a 'tool kit' for your public outreach and engagement work (- that is clear enough to be picked up and used by anyone)?
20. Do you survey / obtain feedback from those who attend your events, collate And analyse the data, and act upon it ("you said, we did" approach)?
21. Are participant comments and post-event analyses formally reported to the Library Senior Management Team (SMT), University SMT etc.?
22. Are public outreach, engagement and widening participation activities part of your library's strategic planning processes? Included in the library's operational objectives / strategic plans / strategic planning processes / funding or budget allocation bids etc.

Appendix 2: Semi-Structured Interview Summaries

Library A – Interviewee 1 (Int. 1)

	Summary of Responses	Key Themes
Interview Date	29 th June 2015	n/a
Job Title	<ul style="list-style-type: none"> • Subject Librarian – Computer Science, Learning Partnerships, Mathematical Sciences 	<ul style="list-style-type: none"> • Outreach responsibilities explicitly indicated in job title
Overview of Interviewee's Outreach Roles and Responsibilities	<ul style="list-style-type: none"> • Outreach is only one part of Int. 1's role. • Someone in the Library has "always had the responsibility in some way." • The role is generally "just about being the point of contact." (Int. 1) • Historically the Int. 1's post was responsible for 'learning partnerships'. Recent discussions have focussed on changing this to 'Liaison Librarian for Schools and Widening Participation'. • Library outreach initiatives attract no extra funding. The work is part of Int. 1 and her colleagues' core roles and responsibilities. 	<ul style="list-style-type: none"> • Partial responsibility for outreach • Shift in emphasis of role – 'learning partnerships'⁹² to work with schools and WP • No separate funding for Library outreach work

⁹² The 'Learning Partnerships' work was mainly with local partner colleges. (Int. 1)

<p>Overview of Library Outreach and Public Engagement Work</p>	<ul style="list-style-type: none"> • Outreach work is shared between Int. 1 and four other Information Librarians who volunteer their time; Library Assistants are not involved. • The greater part of outreach work comprises WP school visits to the Library. • 15 separate school visit requests were received in 2014/15. • 40 (approx.) outreach events in total are delivered each year, some in collaboration with WP. • A maximum of two visits per week are possible due to limited staff resource. • Events are only run during University vacations (summer, Easter, Christmas). • What is offered in terms of library services and resources during school visits etc. is fairly limited: “We don’t set up usernames and passwords [...]. I know some universities do, but it goes against the grain of what publishers are telling [us], it’s a contentious issue. Our licences only allow walk-in access.” • Event outcomes, statistics and feedback are not reported back to the Library SMT, but event statistics about Library visits are recorded on a central, WP database which is sometimes used for reporting purposes at institutional level. • Since 2013/14 the Library gathers feedback from each school visit group (see below). • Three main strands of outreach work take place at Library A: <ol style="list-style-type: none"> 1) <u>Schools who approach the Library directly for visits etc.:</u> (signposted through web-booking form) <ul style="list-style-type: none"> - above all local schools who traditionally offer the IB qualification (mostly private schools) and now state schools who offer the A-level EPQ. The EPQ was introduced in 2008 and its popularity has grown: “Year on year since [the EPQ] started we were getting more and more visit requests: “Sometimes school groups come in for an hour, sometimes a whole day, depending on individual requirements.” (Int. 1) - School visit requests are only really refused due to lack of staff resource. Generally the team are very accommodating, even arranging last-minute visits where possible. 	<ul style="list-style-type: none"> • Outreach ‘team’ • WP schools visits are biggest outreach area • Limited staff resources • Visits outside of term-time only • ‘Walk-in access only – no IT access due to licensing restrictions • No formal reporting of outreach work to Library SMT / event statistics are recorded on central WP database • Participant feedback collected • IB • EPQ – increasing visits from schools • Limited staff resources
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	<p>2) <u>Projects undertaken in collaboration with the University's WP Department.</u></p> <ul style="list-style-type: none"> - The WP offering is very varied and includes school visits, an 'On Track' pre-entry mentoring scheme and summer schools (see details below). These events are supported by Library staff and resources. - WP events are funded and arranged by WP: "I get a programme with my slot in it [...] Normally [the Library's WP sessions] are only short sessions and now I've got enough of them that I have a back-catalogue of different sessions." (Int. 1) - WP's remit has grown partly in reaction to introduction of tuition fees. In exchange for charging £9k fee "you have to be seen to actively encourage and target groups who wouldn't traditionally come to this university", although what this means in practice is open to broad interpretation: "everyone does it slightly differently". (Int.1) - Some of the recruitment team go out to the schools who approach the Library ultimately for visits. The outreach enquiries the Library receives may therefore partially be a result of centralised, institutional marketing and recruitment activities. - The biggest WP initiative run by the University is an 'On Track', pre-entry programme, first piloted in September 2014. It is a two-year, intensive programme in specific subject areas e.g. computer science, management, social sciences for A-level students from local colleges. It is designed to help prepare students for applying to university. Students put themselves forward for the scheme through their school or college. If accepted onto the programme, they come for an initial induction. Thereafter they visit the University once a month (approx.) The scheme is very involved and includes the students' parents, who are also invited along to the induction (which is akin to a university mini-open day) and includes information about "how the finances work, what support they can get, because [...] these are potentially, families who are first generation [...] it's just not in their nature, not something they've ever done before, so it's quite an amazing step forward." (Int. 1) The students have to deliver a final project at the end of the two years, of equivalent standard to the EPQ. They are mentored by a team of ambassadors – current students at the 	<ul style="list-style-type: none"> • Internal collaborations – WP Office • Pre-entry mentoring scheme • Pre-prepared portfolio of events and sessions • WP / outreach as reaction to rising tuition fees • Links to institutional recruitment and marketing strategies • Pre-entry programme / mentoring involving the library and linked to wider access and WP agendas
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	<p>University, and are given first-hand experience of what university life might be like: The ethos behind the programme is: “come to university you are capable of doing this [...] It’s about making informed choices.” (Int. 1)</p> <ul style="list-style-type: none"> - The Library’s involvement with the ‘On Track’ scheme includes providing library access cards, giving participants access to the physical Library building but not borrowing rights. However, it does give them an affiliation with the University “they’ve got their nice little ID [...] It’s an incentive.” (Int. 1) They are also given special accounts, with usernames and passwords, so that they can access the VLE and a variety of resources provided and administered by the WP Office for the duration of their participation in the scheme. - Library A also contributes to a pre-induction week arranged especially for self-declared WP students enrolling at the University each academic year. <p>3) <u>Collaboration with the Higher Education Admissions Team</u> – who target students, schools, and colleges who would naturally apply to study at the University, for example through recruitment and careers fairs.</p>	<ul style="list-style-type: none"> • Informed choices • Library access cards (no borrowing rights) • Access to specific areas of VLE / limited usernames and passwords • Internal collaborations – admissions team, institutional recruitment and marketing strategies
Examples of Good Practice For Proposed ‘Tool Kit’	<ul style="list-style-type: none"> • Switched to online booking system for outreach events in 2013/2014. • School visit request form is used – each application is reviewed and the contact teacher emailed back with details of exactly what the Library can offer once the booking request is received. • A leaflet has been designed to send out to schools. • A school visits webpage has been created. • A series of videos, available online, was created in 2013/14 to support outreach initiatives. Schools are encouraged to watch the videos before they visit to familiarise themselves with the catalogue and the collection. Once on site they have a very quick tour of the library for orientation purposes, and a catalogue refresher session. They are then left to their own devices. Previously they used to 	<ul style="list-style-type: none"> • Online booking system • School visit request form • Development of printed marketing materials • Dedicated webpages for schools • Online, pre-visit video series to enable preparation and self-screening

	<p>come in ‘cold’, but this pre-informed approach makes school visits “much more productive” and “more engaged”. (Int. 1) It also means potential visitors self-screen to ensure their visit is appropriate and useful for the students – Library A is a STEM institute, so arts and humanities subject resources are more limited.</p> <ul style="list-style-type: none"> • Restriction of school visits to vacation time only due to space restraints and in consideration of / to prevent complaints from affiliated user community • Honest and open communication and collaboration with other University colleagues, e.g. WP has proven is invaluable to successful organisation and delivery of outreach events. • Sharing of outreach and public engagement responsibilities with colleagues can contribute to the CPD process: “as an Information Librarian I really appreciated the little practices of teaching, because when I was brand new to it, it was a nice little opportunity to get up there and get going [...] So now in my role when I have WP stuff I’m quite happy for [other Librarians] to have a go. [...] If anyone’s new and they are like “no actually I’d really like to get up and do something” I’m like “yeah, go for it”, I’m quite happy to share it.” (Int. 1) • Int. 1 is hoping to set up an informal working group together with other local librarians working in the field of academic library outreach and WP, who meet regularly to exchange information and knowledge: “we’re all doing things so let’s talk about it. [...] I don’t want to be pioneering or anything, but I’m certainly quite happy to look at changing things. Just seeing what we can do better.” (Int. 1) • Schools visitors often come from relatively far afield as well as the immediate locality, but are willing to travel by minibus etc. to attend events. • Some schools appear to use academic library outreach offering as a means of supporting the UCAS application process: “What we know here is that [schools] will go from university to university [...]. They will literally do the rounds locally and that’s partly why I’m interested in the provision, because I’m aware that they are doing that and they’re comparing us, whether you like it or not they are comparing what we are offering them.” (Int. 1) • “[Our] rules state that over 16s are allowed in the Library, but they do have to be accompanied by an adult and [pupils on school visits] do come with adults. We 	<ul style="list-style-type: none"> • Visits outside of term-time only • Value of honest and open communication, relationship-building and collaboration • CPD opportunities • Establishment of informal working groups, professional networks, and local collaborations (consortia) • Practicalities of events management – e.g. transport need to be considered • Outreach linked to admissions, UCAS application, and HE recruitment process • Consideration of child protection / safeguarding
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	<p>have a <i>pro forma</i> email template, which states you are coming at your own risk and responsibility, you will be with [the students] all the time etc. [...] Visits being in vacation helps, because they won't be tripping over people. Also, most of the EPQ students are over 16, and in fact they are 18 as they are in the second year of A-level, although the IB students can be younger because they tend to finish earlier than our traditional A-levels. So [...] most of them are 18. [...] We do also have to do a risk assessment, which gets updated." (Int. 1)</p> <ul style="list-style-type: none"> • Sometimes outreach work has "been more hit and miss. As it arises we've reacted to it, rather than being prepared. I always feel like, and I suppose now that I've been in post for a while, and now that we've got to that point, I always feel like this is the point where you could actually make things better. I feel like we could probably do more with that time and make a better impression." (Int. 1) 	<p>issues</p> <ul style="list-style-type: none"> • <i>Pro forma</i> visit agreements and permissions • Robust risk assessments – regularly revised • Avoid <i>ad hoc</i>, reactive approach and become more organised, take ownership and direct projects.
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Library B – Interviewees 2 & 3 (Int. 2 & Int. 3)

	Summary of Responses	Key Themes
Interview Date	15 th July 2015	n/a
Job Titles	Subject Librarians	<ul style="list-style-type: none"> • Outreach responsibilities not explicitly indicated in job title • Outreach 'team'
Overview of Interviewees' Outreach Roles and Responsibilities	<ul style="list-style-type: none"> • Outreach is only one part of Int. 2 and Int. 3's roles. • Int. 2 is involved with EPQ-related outreach, as well as the nationwide 'Realising Opportunities' programme.⁹³ • Int. 3 has only been involved with outreach in relation to EPQ (see details below). • Int. 3 is part of a dedicated 'Student Engagement Team' (SET) of three people within the Library, which has existed since 2014/15. In theory each team-member focuses on outreach and public engagement projects for one day per week. The team is due expand in the near future to include some Senior Library Assistants. • Int. 2's involvement with outreach work is a remnant of her previous Subject Librarian / Assistant Subject Librarian responsibilities: "I'm still doing it because of habit or history really." (Int. 2) • Library outreach initiatives attract no extra funding from the University. The work is part of Int. 2 & Int. 3 and their colleagues' core roles and responsibilities. 	<ul style="list-style-type: none"> • Partial responsibility for outreach • EPQ • Internal and external collaborations - national and in-house WP schemes • Outreach 'team' • Inherited / habitual roles • No separate funding for Library outreach work

⁹³ For further information about the programme, see information available online at: <http://realisingopportunities.ac.uk/> [Accessed 29th May 2016].

<p>Overview of Library Outreach and Public Engagement Work</p>	<ul style="list-style-type: none"> • All Library outreach projects are undertaken in collaboration with the WP department and the University's Centre for Public Engagement and are arranged by the 'Membership Services' team. This is a Library team, but operates completely separately to Int. 2 and Int. 3 and their teams: "As far as our involvement goes, we just do the teaching, we don't arrange the visits." (Int.3); "[I]t's someone else's job to book rooms, get kids in certain places, that's taken out of our hands so we don't have to worry about that, which is brilliant." (Int. 2) • Library B's outreach work grew from an initial request from one local school and expanded from there. The original school: "didn't have a librarian and they were doing this EPQ qualification, so they sent people over. [...] Then each year they sent more and more students. [...] Our manager thought this might be going on in other schools as well. So then she got in touch with WP to say do you have other schools that you are linked with or that you would like to extend the invitation to, and then they took on board all the operational stuff. So inviting schools, setting up the booking, arranging which school comes on which day, all that kind of practical stuff. Now they've also got a mentor scheme. They give students a mentor, and they've absorbed the [Library's] EPQ talk into that same day. So to us it's like we've grown the EPQ talk, we've built it up, and [...] they've absorbed it into their bigger and grander scheme." (Int. 2) • Those who come for the EPQ sessions include private / fee-paying schools. • Outreach and WP work is partly a reaction to increased fee and the current emphasis placed upon the 'Student Lifecycle': "[The] EPQ has become part of it because we are looking at engaging the students pre-entry and hopefully we're going to look at engaging with them after they've left as well, when they've become alumni. So looking at ways to keep students excited about the library and our services throughout their time and before and after as well." (Int. 2) • The Library receives 12 individual school visits each year. • The maximum capacity for each of the EPQ events delivered is 130 people – due to lecture theatre capacities and health and safety issues. • There is capacity to expand Library B's outreach offering: "We talked about how 	<ul style="list-style-type: none"> • Internal collaborations – WP Department, Centre for Public Engagement and other Library departments • Admin / Events management handled by separate team. • EPQ – increasing demand for support from schools • Library as instigator, now administered by WP • Complementary EPQ mentoring scheme • EPQ • WP / outreach as reaction to rising tuition fees AND • Emphasis on 'Student Lifecycle' support • Pre-entry engagement linked to wider access and WP agendas • Maximum number of attendees
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	<p>once we've got the PowerPoint down, it's not that much work to do an extra session." (Int. 2); "We'd be willing to do a couple more [sessions / events] maybe. I think it would be quite nice to extend the offering to [other] schools."</p> <ul style="list-style-type: none"> • All of the school visits takes place over the summer, mainly during June and July. • No <i>ad hoc</i> visits are received outside of this time: "No, we don't really do that [...] we don't really have time to do more than we are doing at the moment, because of subject work." (Int. 3) • Event feedback comes from the University's central WP Office. It impacts upon how and when the team begins to revisit and revise their programme for the forthcoming year. • Following a period of initial reflection after delivering the main body of outreach events in June and July, the team usually postpone doing anything more until the following April, when they begin to rework the sessions, if necessary, based upon participant feedback and their own experiences. • Those responsible for outreach initiatives are not required to feed-back to the Library's SMT, this is partly because a formal strategy is currently being drafted, so no formal reporting framework exists yet. • Follow-up EPQ visits are available for individual pupils: "They can come back on a Saturday or Sunday, or certain dates outside busy periods. They can come back and do more research. Last year two students did it out of 120." (Int. 2); "A list of names and login details for those who come to the event are left in the Arts and Social Sciences Library so they can tick their names off if they come for a follow-up visit, but we don't know exactly who might be coming in advance." (Int. 3) 	<ul style="list-style-type: none"> • Additional capacity for more outreach and public engagement work • Visits outside of term-time only • No capacity for <i>ad hoc</i> visits – lack of staff resource • Official feedback from WP provided for collaborative events • Cyclical work • No formal reporting of outreach work to Library SMT • Follow-up visits are possible, including access to online Library resources and services
Examples of Good Practice for Proposed 'Tool Kit'	<ul style="list-style-type: none"> • The Library's Membership Services section administers an 'access and joining' webpage featuring information for external and unaffiliated users e.g. A-Level students and local schools. • The librarians have created a suite of (recently revised) resources which can be 	<ul style="list-style-type: none"> • Dedicated webpages for schools and external users • Pre-prepared portfolio of easily deliverable outreach sessions

	<p>delivered at outreach events: “We’ve inherited some resources which we’ve modified over time, and streamlined and just generally made them a bit more relevant and updated them over time. We didn’t start from scratch with anything really, but we did scrap all our slides and start again this year [...] which we were quite pleased about really [...]. The main thing that we give to the students, aside from the presentation, is an information sheet with lots of resources they can go to outside of that day and links to our webpages where there’s information about help for research if you are an A-level student, referencing help and that kind of thing. We didn’t develop those webpages, but we probably need to look at them, rework them a bit. We just link to our internal resources and external resources as well.” (Int. 3)</p> <ul style="list-style-type: none"> • EPQ visitors are also assigned a dedicated mentor, who they can contact. Quite often the mentors are either PhD students or Early [Career] Researchers. • Interestingly there is a significant amount of cross-over between what the team do, information literacy wise for school visits and affiliated undergraduate students: “I guess we developed our presentation this time round quite closely to what we deliver to undergrads when they first come.” (Int. 2); “We consciously decided to do that because we want to give the EPQ students a taste of what it’s like at university. I said in my talk, this is very similar to what we do for undergraduates, so we are giving you a head start. So trying to give them some enthusiasm and a sense of pride as well in what they are doing. [...] It’s pretty much a condensed version, slightly simplified”. (Int. 3) • Be assertive and insist upon being given enough time to deliver robust library outreach sessions especially where it is part of a wider EPQ or WP event: “I think we need to [...] push how important it is, because it’s so central to the day, and the fact that [the student visitors] are doing research, [...] what we’ve got to tell them is really important.” (Int. 3) • Both interviewees stressed the importance of familiarising themselves with what the EPQ qualification actually entails, to better practically guide and signpost school pupils through their EPQ, to be in a better position to say: “what I’m showing you now relates to this part of the EPQ, for example [...]link[ing] it all up [...] to show 	<ul style="list-style-type: none"> • ‘Take away’ information sheet • Updated webpages regularly • EPQ - complementary mentoring schemes • ‘Real’ experiences and cross-over with UG IL strategies • Informed choices • Outreach linked to recruitment and marketing strategies • Assertiveness, agency and ownership, especially over content and delivery requirements • Need for CPD and better general knowledge and understanding of EPQ - enables outreach librarians to contribute to visiting students’
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	<p>this is where you can [...] get your marks is good.” (Int. 2)</p> <ul style="list-style-type: none"> • Ideally need to review outreach initiatives and EPQ work undertaken by other university libraries with well-developed, robust programmes and resources, some are even ‘sub-letting’ these resources to schools e.g. Wolverhampton University. • Outreach is good from a library advocacy perspective: “[I]t helps us demonstrate our worth, which is always a good thing as a librarian.” (Int. 3) • The accent on advocacy, impact and demonstrating value extends to providing formal feedback and reports about outreach events to Library SMTs: “It might be almost that we take the initiative to do it ourselves, because I think we are both quite proud of how far it’s developed and rather than having a bog-standard pre-entry level research skills session, we have honed it down quite a lot, so I think the amount of work we’ve put in, we actually want to show off and say we did this, and this improved this much, or we’ve altered it this way, and look at us!” [...] “We’ve got quite a body of work and data, and bits and bobs now. So we’ll probably end up just trying to blow our own trumpet.”; “Yes and we need to quantify it as well.” (Int.3); • The outreach team are increasingly interested in receiving and responding to feedback, due to the recent investment (both personal and professional) they have made in improving and expanding the sessions they deliver: “We’ve only had [feedback] for one year so far, and we didn’t get the raw data, we just got an interpretation of the feedback which wasn’t really ideal. It was one person’s anecdotal opinions. So we have asked for the raw data this time.” AND “This year [...] we’re really keen to look at the feedback and [...] make something more of it, and be more reflective about it and put more work into it than we have done in previous years. I think doing the [AULIC] conference just really made us think about it differently [...] and think about it in the wider scheme of universities and the support that they are offering, so we might do a bit more research into it I think.” (Int. 3) • “We encourage [the schools who visit] to use their local libraries, school libraries, things that are local to them.” (Int. 3) • Keep things simple and showcase databases and e-resources with simpler 	<p>achievement, attainment, foster desirable skills and attributes</p> <ul style="list-style-type: none"> • Look at comparator / other HEI outreach programmes and IAG • Advocacy, added value and impact; reach and reputation for library services and staff • Formal reporting and detailed feedback about events • Robust and detailed feedback – quantitative and qualitative and ideally raw data – are empowering and beneficial • External collaborations and signposting – partnership working encouraged
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	<p>interfaces which students can freely access when they return home, e.g. DOAJ: “It’s great to be able to [get them using electronic databases], but then [...] we found the other way, so when we were including a bit more stuff about databases and things like that in our presentation, it was almost a bit too complicated. It’s great them having the access to e-stuff, but if one of them manages to get on Web of Science and manages to pull off two articles, that might be as successful as they are with the e-resources. So they love access, but whether they actually make massive use of it, I’m not sure.” (Int. 2)</p> <ul style="list-style-type: none"> • Need to offer more than just EPQ support for school pupils: “Although the colleges we work with aren’t private [...] they are self-selecting. The EPQ is an extra thing alongside A-levels, and therefore for students who are more academic. [...] Which is really bad [...] if the EPQ is being used in a ‘tiebreaker’ situation, as many schools don’t do it. And I don’t know how schools pick students, whether they elect themselves or the schools say, no, only our top 20% of students are allowed to try for it. So it is a bit of an unregulated, slightly skewed scheme.” (Int. 2); “But we could offer a similar thing not related to the EPQ possibly. We’d need to discuss that with WP” (Int.3) • Int. 2 and Int. 3. do not feel it necessary to give out their direct contact details after events due to associated issues regarding child protection /safeguarding. However, they have discussed using Padlet during their session as a way of communicating and engaging with participants: “[It’s a] good way for them to contact us on the day, in a specific way which is in context.” (Int. 3) • Both interviewees attend events where library (and other) outreach and public engagement initiatives, ideas regarding best practice, good activities to use during school visits etc. are showcased and discussed, for example ‘teach-meets’. 	<ul style="list-style-type: none"> • Keep things simple – showcase and signpost freely accessible e-resources and databases • Importance of offering a range of outreach initiatives, not just EPQ support to ensure equity (the EPQ is mainly offered by higher achieving schools and colleges to more academic students) • Contact details - child protection / safeguarding issues • Use of online creative and collaborative tools • Importance of professional networking and knowledge exchange
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Library C – Interviewees 4 and 5 (Int. 4 and Int. 5)

	Summary of Responses	Key Themes
Interview Date	24 th August 2015	n/a
Job Titles	Enquiries Support Librarian (Int. 4) Library Customer Liaison and Outreach Manager (Int. 5)	<ul style="list-style-type: none"> • Outreach responsibilities explicitly indicated in job title (Int.5) • Outreach ‘team’
Overview of Interviewees’ Outreach Roles and Responsibilities	<ul style="list-style-type: none"> • Outreach is only one part of Int. 4 and Int. 5’s roles. • Int. 4 is responsible for delivering the schools’ outreach programme. • Int. 4 spends approximately one third of his time on outreach and WP work: “At certain times it’s the main thing that I’m doing probably. Round about June time. Over the whole year I don’t know about [...] a quarter, a third, something like that. So I do the schools visits, I support [Int. 5] in doing the community liaison, and I do the general enquiry service as well. Three things. So a third each.” (Int. 4) [...] “Yeah, so it probably is about a third each. It is very heavy when there’s a lot happening.” (Int. 5) • Int. 5 is responsible for delivering the public libraries strand of the Library’s outreach programme. • Previously dedicated person “in post who was looking specifically at community engagement”, before they retired. (Int. 4) • Library outreach initiatives attract no extra funding, financial, or other support. The 	<ul style="list-style-type: none"> • Partial responsibility for outreach • Schools’ outreach • One third of time dedicated to outreach work (Int. 4) • Cyclical work • Outreach ‘team’ • External collaborations / partnerships - public libraries • Dedicated, full-time post previously • No separate funding for library

	<p>work is part of Int. 4 and Int. 5, and their colleagues' core roles and responsibilities.</p> <ul style="list-style-type: none"> • An 'Engagement Coordinator' has recently been appointed. 	<p>outreach work</p> <ul style="list-style-type: none"> • Outreach 'team'
<p>Overview of Library Outreach and Public Engagement Work</p>	<ul style="list-style-type: none"> • Two main strands of outreach work take place at Library C: <ol style="list-style-type: none"> 1) <u>School visits</u> – <ul style="list-style-type: none"> - Coordinated by Int. 4 with support from Learning Services Team – who provide subject support and front-of-house services - volunteer to help when Int. 4 is not available: "It's not a set number of people, but it does tend to be the same people." (Int. 4) - The Library is starting to reach maximum capacity in relation to receiving school visits. - The school visit groups are getting bigger: the groups used to be 20-30 students each, this has now increased to 40-60, potentially due the rising popularity of the EPQ. - In the academic year 2014/15 the Library hosted 23 visits from 19 different schools and colleges, with 403 students visiting in total: "In terms of numbers of actual specific visits, it hasn't changed hugely over the past two or three years, but actually in terms of the [total number of] students coming I think that's what's changed. Trying to accommodate those." (Int. 5) - AND: School visits are mainly "local [...] sixth forms, very regular, every year and at the same time every year, coming back to us [...] knowing what we offer. And then we've obviously seen a lot of increase in people coming to us for the Extended Project (EPQ), and that's probably come along a little bit more through the promotion of what we do around the 'Open Doors' project [...]. Some new schools have come to visit us recently. We've had more coming from further afield, [...] outside of the immediate area, probably because we've got that slightly more open access." (Int. 4) - "In contrast to the other local universities we seem to have been running school visits for a lot longer because we've had collections in subjects such as history, geography, where there are longer essays that aren't the extended project, and so we've had a lot of schools that have, since before my time, have 	<ul style="list-style-type: none"> • School visits • Outreach 'team' • Reaching maximum capacity • EPQ - increasing demand for support from schools • School visits – local and increasingly from further afield due to EPQ • Longer history of outreach and public engagement initiatives compared to other local HEIs due to broader subject offering

	<p>been coming.” (Int.4); “It must have been set up around about the time when [one of our campuses] closed in 2001, at the point they transferred here, I think there was then some kind of starting off of some visits which was the precursor really to where we are now.” (Int. 5)</p> <ul style="list-style-type: none"> - Most of the school visits they run are for state schools, including new academies. - The Library would like to be able to deliver outreach events at some of their other satellite campuses. One campus is “quite keen to engage with schools, but because of their [geographical] position, actually it can logistically become difficult for schools to get to. [...] They would be keen, but they don’t have space internally within the library to book a room. There’s no bookable meeting rooms [...] But they would love to, and they have some great material there, so I would imagine sixth formers doing some art stuff there would be useful. There are avenues we can explore, but it’s just prioritising that.” (Int. 5) - School visits are delivered in a set format: “[W]e have a general set-up. It tends to be done roughly the same way every time. We do a tour of the library, so they get an idea of how everything’s laid out, and then we’ll do an introduction to using the Library Search and finding books on the shelf. So altogether we’ll probably spend about an hour with them.” (Int. 4) <p>2) <u>The ‘Open Doors’ public library-linked project</u> – funded by SWRLS and mainly coordinated by Int. 5</p> <ul style="list-style-type: none"> - The Library has run a unique, in-house ‘Open Doors’ project for users aged 16 and above since December 2012: “[O]pen doors is about opening our doors to the public and saying, you can come and use us free of charge [...] working with Libraries West [and] South Gloucester Library Service. The project was funded through SWRLS [...] Library users can take an [library] ID card into any public library in the Libraries West area and just join using that ID card. They don’t need to fill in any forms, it’s literally just a, here scan my card, create a record for me, and equally anyone in the Libraries West area can come in with their Libraries West card. [...] We’ve had to edit all of our self-service machines to accept [...] 12 different cards.” (Int. 5) 	<ul style="list-style-type: none"> • State school focus • Desire to expand offering • Logistics of arranging events – space • Pre-prepared portfolio of deliverable events and sessions / pre-set programme • External collaborations – ‘Open Doors’ public libraries scheme, Libraries’ West, SWRLS
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	<ul style="list-style-type: none"> - The 'Open Doors' project allows the public to use the physical space and the physical collections, as well as e-resources. There are dedicated logins for external users which work on any computer in the Library and "will only let you access the resources the licence allows. [...] We've got ten logins a day we can allocate, albeit students would take preference on a PC." [...] It literally just locks it down to [...] the list of resources you can access. You can be clever and get out into the wider internet to search, but it's difficult to search." (Int. 5) - Access to temporary usernames and passwords / login details is available, which also gives external users the ability to access printing facilities. - WiFi access through cloud-based technologies will be available for external users in the near future. - They are finding that increasing numbers of unaffiliated users are being referred to them from the public library service: "[T]hey go to their local public library for something specific, find they haven't got it in the Libraries West collection and then the library's staff say, look at [Library C's] library catalogue and if they have got it you can go there and borrow it. And people come in at the weekends. So a couple of weekends ago I was working and a guy had gone to [his local library] for a book he wanted for Monday and they hadn't got it, so they said go to [Library C] for the afternoon, he signed up, borrowed the book." (Int. 4) • In addition, Library C is beginning to introduce new engagement events, for example they organised a NLD event for the first time in February 2015, and are trying to plan in / incorporate events such as the Rugby Reading Passport,⁹⁴ and other key dates in the annual library and literacy calendar, national literacy projects etc. in their outreach programme. • An 'Engagement Coordinator' who is responsible for marketing events, e.g. through social media channels, has recently been appointed. They have consequently started to develop: "an engagement action plan, where we can feed into things as well. So [...] we start to publicise some of those key things." 	<ul style="list-style-type: none"> • Access to Library's physical and e-resources within licencing terms (limited to ten per day) • Still mindful of, and prioritise needs of affiliated user communities • External visitor logins • Printing facilities • WiFi facilities coming soon • External collaborations - inter-library referrals between Library C and local public libraries • External collaborations – NLD and other national literature, reading and literacy projects • Improved strategic marketing of public engagement initiatives / Outreach 'team'
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⁹⁴ For further information see: <http://readingpassport.literatureworks.org.uk/> [Accessed 30th May 2016].

	<ul style="list-style-type: none"> • Ran open-evenings in the past, which they are thinking about reinstating. • “[A] focus on recruitment is something that’s come in over the last 12 to 24 months.” (Int. 4); “There was some talk that the school visits would have to link in with [marketing and recruitment]. We’d have to only offer it to the schools that recruited to [Library C]. But in the end they are happy for us to do what we want to do, just so long as we are broadly in line with what they want.” (Int.4); “There was a lot more just widening participation <i>per se</i> and they were involved in AimHigher and all of that, but now all of that focus has narrowed down very much on recruitment.” (Int.5) 	<ul style="list-style-type: none"> • Plans for open evenings • Internal collaborations - Library outreach as an extension of marketing and recruitment strategies
Examples of Good Practice for Proposed ‘Tool Kit’	<ul style="list-style-type: none"> • Offer access to the wider community free of charge. • School visits are restricted during in the busy autumn term: “We do have one or two visits at the beginning of September before teaching starts, so we have quite a few before the end of autumn term, quite a few just after Christmas, and quite a lot in June and the end of their summer term, when they’ve got more time I think. That’s usually the Year 12s going into Year 13, so they’ve started looking at their [EPQ] projects or essays. They come to get an idea of what’s available, and then the ones that are earlier in the year tend to be I think, the Year 13s who are doing the research, so trying to get as much information as possible.” (Int. 4) • School visits are offered on a ‘first come first served basis’ at present. • In the past the Library has promoted their outreach initiatives through other local public sector / social mobility networks including: the local School Librarians’ Group’, the Public Libraries Outreach Group’, and the ‘National Social Inclusion Network’.⁹⁵ • The Library also works closely with the local public library’s ‘Children and School’s Librarian’. This has involved Int. 4 travelling out to visit the local public libraries to promote what their programmes and projects, for example, the ‘Open Doors’ 	<ul style="list-style-type: none"> • Entirely open access / free • School visits outside of term-time only • Visit prioritisation system • External collaborations – promotion of events through local, public sector professional networks • External collaborations – promotion of events through local library professionals

⁹⁵ For more information about the National Social Inclusion Network see: <http://birminghamnewsroom.com/wp-content/uploads/2014/03/Birmingham-Declaration-On-Social-Inclusion.pdf> and <https://fairnessnetwork.wordpress.com/> [Accessed 1st May 2016].

	<p>scheme, which has a public library focus.</p> <ul style="list-style-type: none"> • Important to make connections and maintain good communications with WP and other University Departments, but not entirely beholden to them to maintain some independence in organising events and activities: “We would invite WP to an open evening [...], but it’s not them telling us what to do or us getting involved [...] So whereas [colleagues at other universities] have Student Recruitment involved on the day, we don’t have that. [...] They certainly don’t ask us to put things on in the Library.” (Int. 4) • The ‘Open Doors’ scheme is only for those aged 16+ and not below 16: “We worked together with the public library about understanding how they treat their 16 and 17 year olds. And really they treat them as an adult, so there’s no expectation that they would have a parent’s signature as well, so we basically went down the route of following that [whilst also trying] to explore a bit about ensuring safeguarding in site, but there weren’t any particular issues for 16 and 17 year olds, other than the common sense type stuff.” (Int. 5) • AND: “On the whole we have avoided [working with] the under-16s. There have been occasions where someone wants to bring in their child’s school for a visit, but we have tended to avoid any publicity down that route.” (Int. 5) • The library engages in public library liaison, including reciprocal visits and exchanges. [...] We’ve got staff who’ve just been working recently at Bristol Public Libraries who put us in touch with people there [...] it’s about exploring that relationship as well and just trying to improve that relationship.” (Int. 5) • The Library does not provide as much feedback on its outreach offering and initiatives as it should do: “[W]e haven’t done a huge amount about going out there and shouting about this is what we’re doing. We’re not particularly good at selling ourselves and things that we do if I’m honest.” (Int. 5) • The Librarians noted that they do “occasionally get some people within the university concerned about [the Library] being a resource for students and staff being opened up, but we haven’t seen that, the numbers aren’t there, but I think if we promoted it more we might see more push-back on it as well.” (Int. 4) • The Library has produced a ‘Key Facts’ sheet for school visits. 	<ul style="list-style-type: none"> • Importance of good internal collaborations and communications, although need to ensure library outreach remains autonomous - advocacy and agency • Child protection and safeguarding issues • Value of external public library liaison opportunities enabled by new staff coming into the Library from the public sector • Importance of reporting and feedback –need to promote what they do more, advocacy, value and impact • Academic liaison and reassurance for affiliated users – need to achieve a balance • Development of resources to
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	<ul style="list-style-type: none"> • Space is an issue when larger school groups visit: “If you get [schools] in we want them in the Library, and we have very few spaces that can accommodate that number, one probably, that can accommodate 40 and during busy periods we can’t use it, because we can’t kick out students.” (Int. 5) • Need for robust and effective planning and marketing strategies e.g. through recruitment of a new ‘Engagement Coordinator’ who is responsible for marketing events, for instance through social media channels, and who is drafting: “an engagement action plan, where we can feed into things as well. So [...] we start to publicise some of those key things.” (Int. 5) • Future plans: “Certainly, in terms of the school stuff, there’s not masses of change, it’s about capturing more feedback – Library C captures feedback from school visits etc., but does not do anything systematic with it: “We often get informal feedback about how much it’s appreciated.” (Int. 4); “Maybe looking at an open evening in spring term trying to go back to that, working more closely maybe with [local public libraries]. So there’s little tweaks that we might make, but I wouldn’t say we are looking at anything radically different over this coming year really.” (Int. 5) • Having an longer lead-in time to prepare for and tailor events to the needs of individual groups of visitors is crucial: “With the EPQ, the problem is that we’ve got the broadest collection at [our main campus], and sometimes, if they are still at the very early stages of their project, until they get here, they are not really going to know that some of our collection is at other sites [for example there are separate libraries specialising in health-related and arts subjects] [...] [I]f we were able to have a bit more of a lead in with the schools, more preparation time, then they might decide to send a couple of students to [those other libraries], which as happened in the past.” (Int. 4); “And that kind of set-up, would almost work better, because it would just be those one or two students and they would actually be able to work with someone there [at the other campus libraries].” (Int. 5) • It is important to engage teachers in schools to ensure visits take place. It is not enough to have an enthusiastic school librarian trying to arrange visits, partly due to the limited amount of time students are normally allowed to be out of school. Second visits by the same school groups are infrequent as a result of these 	<p>support outreach work</p> <ul style="list-style-type: none"> • Event management / logistics - Lack of suitable space to host events in the Library • Need for effective and robust marketing strategies <p>More formal feedback</p> <ul style="list-style-type: none"> • Run open evenings • Working more closely with local public libraries <p>Event management / logistics - adequate / longer lead-in and preparation time is essential</p> <ul style="list-style-type: none"> • External collaboration – school teachers and school librarians working together; school liaison
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	<p>restrictions: “We don’t get a lot of second visits. I think the schools find it hard to arrange the time. A couple have certainly said that. And some schools have very long lead-in times with things, like they have to have things signed off by Head Teachers.” (Int. 4); “That and things like arranging minibuses or coaches. I’ve had contact with the school local to me who were really keen to bring in a group. It was the librarians who were going to organise it, but the support wasn’t there within the school. Had the teachers been organising it I suspect it would have been slightly different matter.” (Int. 5)</p>	
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Appendix 3: Online Survey Questionnaire

Academic Library Outreach Survey

Survey Information Sheet

You are invited to complete this survey which will form part of my Master's dissertation.

Thank you for your interest and time.

Before completing the survey, it is important for you to understand why the research is being carried out and what it will involve. Please take the time to read the following information carefully and decide whether or not you still wish to take part. Please contact me if anything is unclear or you require any further details.

ABOUT THE PROJECT

- The working title of the Master's dissertation is: *Academic Library Outreach: A View from the Field*
- The research is being carried out by Katie Rickard: a postgraduate Master's student currently studying for an MSc (Econ) in Information and Library Studies by distance learning at Aberystwyth University, Wales.
- The main research questions are:
 1. What are the main forms and functions of the public outreach and engagement work taking place in UK academic libraries?
 2. What can be learnt from current trends and best practice in the field of academic library outreach, with a view to creating a 'tool kit' useful for the effective creation and delivery of activities and events?
- For the purposes of the project, academic library public outreach and engagement work is defined as any activities, events, projects or resources organised / created for groups and individuals *external* to your home university, who are "unaffiliated users" i.e. they *are not usually* part of your regular user community. They may include school children and / or sixth formers from local schools and colleges, external community interest groups, and individual members of the general public, for example. They *will not*

1 / 13

include undergraduate and postgraduate students, academic and professional services staff normally registered or employed at your university.

ABOUT YOU

- You should be an academic librarian / academic library or information professional currently working in a UK university with primary or partial responsibility for public engagement, outreach, widening participation, promotional or marketing work which is designed to engage groups and individuals normally considered to be “unaffiliated users” (please also see description above).

ABOUT THE SURVEY AND YOUR PARTICIPATION

- The survey questionnaire will ask for information about you, your main duties and responsibilities in relation to your public outreach and engagement work.
- The survey should take around 10 - 15 minutes to complete.
- The closing date for responses is midnight on Monday 16th May 2016.
- All questions marked with an asterisk are compulsory.
- You can withdraw your participation and exit the survey at any time.
- The data collected through the survey questionnaire will be collated and analysed.
- The information you supply in the questionnaire, together with the attendant analysis and observations, will be included in a written student Master’s dissertation, which will be submitted to Aberystwyth University, Wales, as part of an MSc (Econ) in Information and Library Studies.
- The research results may also be summarised in future research papers and presentations.
- You and your institution will not be identified in any publication or dissemination of the research project.
- By completing and submitting the survey questionnaire, you give your consent to participate in the research and final dissertation.
- Your survey responses will be stored confidentially in a secure online environment which is password protected. Only the researcher has access to the password and login details.

CONTACT DETAILS AND FURTHER INFORMATION

Please contact Katie Rickard – Postgraduate Master’s Student studying for an MSc in Information and Library Studies by distance learning at Aberystwyth University, Wales.

Email: kar25@aber.ac.uk

1. **Are you happy to continue?** * Required

- ☐ Yes
- ☐ No

Section 1: About you

2. **Gender - Are you:** * Required

- ☐ Male
- ☐ Female
- ☐ Prefer not to say

3. **How old are you?** * Required

- ☐ 18 - 24
- ☐ 25 - 34
- ☐ 35 - 44
- ☐ 45 - 54
- ☐ 55 - 64
- ☐ Over 65

4. **Which UK university do you work for?**

3 / 13

5. Which UK university 'Mission Group' does your institution belong to? Select one from the following (if you are unsure please see <http://tinyurl.com/gthpqcx> for more information): * Required

- ☐ The 1994 Group
- ☐ Cathedrals Group
- ☐ Million+
- ☐ The Russell Group
- ☐ University Alliance
- ☐ None of the above

6. What is your official job title? * Required

7. Please provide a short summary of your job description: * Required

8. Do you work full-time or part-time? * Required

- ☐ Full-time
- ☐ Part-time

9. Approximately what proportion of your work time is dedicated to organising and running public outreach and engagement activities and events each academic year? * Required

- ☐ 100%
- ☐ 75%
- ☐ 50%
- ☐ 33%
- ☐ 25%
- ☐ Other

9.a. If you selected Other, please specify:

10. If your answer to the previous question is anything less than 100%, please briefly outline your roles and responsibilities outside your outreach work in the space below: * Required

Section 2: About your public outreach and engagement activities and events

For the next set of questions, I would like you to think about the public outreach, engagement or widening participation initiatives, projects, activities and events you have been involved with through your University Library during the academic year 2014/15.

11. What types of public engagement and outreach events do you run in your library? Please choose as many options as apply from the following list and add in any others which may have been omitted in the space provided: * *Required*

- ☐ We are an "Open Doors" / fully open-access library
- ☐ Public talks and lectures
- ☐ Book clubs
- ☐ Open evenings / open days
- ☐ School and college visits
- ☐ Extended Project Qualification (EPQ) visits for schools and sixth forms
- ☐ Visits to our special and archive collections
- ☐ Events linked to national and international library, literature and literacy key dates and celebrations (e.g. National Libraries Day, Reading Passports)
- ☐ Other

11.a. If you selected Other, please specify:

11.b. Additional comments:

12. Which of the following internal and external partners does your university library regularly work with to help fund, staff, recruit for, facilitate, market, promote and deliver your public outreach and engagement programme? Please choose as many options as apply from the following list and add in any others which may have been omitted in the space provided: *

Required

- ☐ University Recruitment Department
- ☐ University Marketing Department
- ☐ University Widening Participation Office
- ☐ Local school(s) / college(s)
- ☐ Local public library / libraries
- ☐ Local academic libraries / library consortia
- ☐ Other

12.a. If you selected Other, please specify:

12.b. Additional comments:

13. Approximately how many events did you run / co-organise during the academic year 2014/15? * Required

14. Approximately how many people in total attended your events during the academic year 2014/15? * Required

15. Were the majority of your events planned in advance with an adequate lead-in time, or were they organised on a more *ad hoc* basis and at short notice? * Required

- ☐ Planned
- ☐ More ad hoc

15.a. Additional comments:

What types of resources, services, benefits and other add-ons can those attending your public outreach and engagement events access *during* and *after* their visit to your library? Select as many as apply from the following lists and add in any others which may have been omitted in the spaces provided:

16. During the event ... * Required

- ☐ They can only access the library's physical resources
- ☐ They can only access the library's electronic resources
- ☐ They can access both physical and electronic resources in the library
- ☐ They are given logins and are permitted to use library computers to access library materials and other computer and social media applications
- ☐ Other

16.a. If you selected Other, please specify:

17. After the event ... * Required

- ☐ They can continue to visit the library to access our physical resources
- ☐ They can continue to visit the library to access our electronic resources
- ☐ They can continue to visit the library to access both physical and electronic resources
- ☐ They keep their login details and can continue to use the library's electronic resources remotely
- ☐ Other

17.a. If you selected Other, please specify:

18. Do you gather post-event feedback from the groups and individuals you see? * Required

- ☐ Yes
- ☐ No
- ☐ Don't know

18.a. Additional comments:

19. Is your public outreach and engagement work embedded and documented within your Library's strategic planning processes? * Required

- ☐ Yes
- ☐ No
- ☐ Don't know

19.a. Additional comments:

20. Are your public outreach and engagement activities reported back to the Library's Senior Management Team (SMT) and / or the wider University SMT? * *Required*

- ☐ Library SMT only
- ☐ University SMT only
- ☐ Both Library & University SMT
- ☐ Don't know

20.a. Additional comments:

21. Do you have a dedicated area of your library website which provides further information, advice and guidance about your public outreach and engagement work? * *Required*

- ☐ Yes
- ☐ No
- ☐ Don't know

21.a. Please provide the URL for this webpage if available:

21.b. Additional comments:

Section 3: The future

22. Does your library have any plans to introduce any new public outreach and engagement events, activities, projects, collaborations, or partnerships during the next academic year, or expand upon any existing work in new ways? * *Required*

- ☐ Yes
- ☐ No
- ☐ Don't know

23. If 'yes', please provide details in the space box below:

24. If time, money, staff and other essential resources were no object, what would you ideally like to do, or focus upon, in order to develop and improve your public outreach and engagement remit? * *Required*

12 / 13

Any final comments?

25. Please use this space to provide any additional comments and observations:

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Thank you very much for your time and interest!

Goodbye!

Appendix 4: Figures and tables from online survey results not included in the main body of Chapter Four

Figure 23: Survey Question 1. Are you happy to continue?

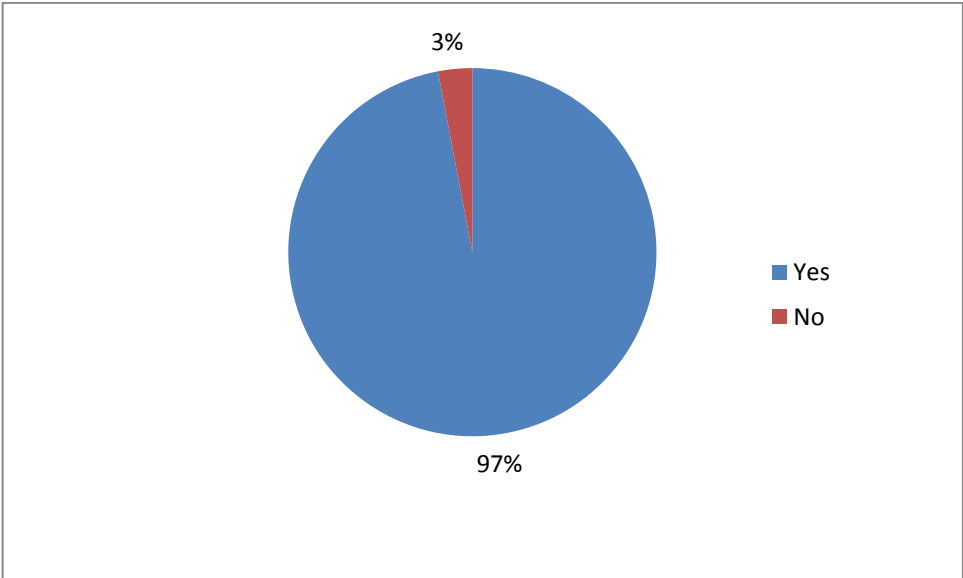


Table 1: Survey Question 4. Which UK university do you work for?

University of Bath (3 responses)	Queen’s University Belfast
Dublin Business School	Bath Spa University
Anglia Ruskin University	University of East London
Bournemouth University	Keele University
University of Bristol (4 responses)	University of Huddersfield
Cardiff University	City University, London

Newman University, Birmingham	University of Northampton
University of Chichester	University of Winchester
University of Sussex	Newcastle University
Edge Hill University	University of Worcester
Durham University	University of Kent
Lancaster University	University of Manchester
Boston University – London	Abertay University
Goldsmiths	

Please also note: six additional email responses were received from:

Arts University Bournemouth	University of Sheffield
Cranfield University	University of Brighton
Harper Adams University	Birkbeck, University of London

Table 2: Survey Question 7. Please provide a short summary of your job description

<p>I provide information skills instruction, including planning and delivering teaching in literature searching and referencing to all levels of users. Daily enquiry work involves supporting users at all levels, ensuring they can make full use of the Library collections and services; this also includes answering specialist subject enquiries. I manage the expenditure of the Library materials budget for my departments, including maintaining, developing, exploiting and promoting the Library's print and electronic collections to ensure that teaching and research is adequately provided for. The coordinating role for Widening Participation involves liaison with external organisations to ensure students on franchised and licensed courses have access to library resources and information skills instruction.</p>
<p>I provide library support for: degrees through teaching information and digital literacy skills and ordering materials for modules, researchers through resource purchases and training, official publications repository, transition skills programme for 6th form students.</p>
<p>Ass Librarian, Reader Services</p>
<p>The management of the book and journal budgets for two University Schools (c£234k) and liaison with academic staff to develop both print and online collections. The development and delivery of induction courses and information skills workshops to both students and staff.</p>
<p>Handling enquiries and teaching information literacy. Enquiry support - Students and staff from the Humanities, Social Sciences and Management. Classification.</p>
<p>Teaching support - Inductions, Information literacy, Overviews of library resources, Referencing.</p>
<p>To maintain the library collection in line with the taught curriculum and to meet research needs; To plan and deliver information literacy programme for students of all levels; Provide one-to-one and group training to students; To oversee marketing activities for the library.</p>
<p>Provide leadership and direction to the two campus library teams at Stratford and Docklands Campus. Ensure excellent customer service across both sites and improve the student experience.</p>

I manage frontline services, building facilities and am the library's copyright adviser. I still have an element of quality assurance for services provided to partner institutions in my JD.
Student engagement, managing enquiries and counter services
I provide support to library users: students, staff and external users.
I evaluate, purchase and deliver information print and electronic resources.
Ability to design and deliver information literacy and skills sessions via face-to-face sessions, written guides and online.
I am responsible for the collection management and development in my subjects.
Ability to create and maintain effective relationships within my departments at all levels.
Ability to liaise effectively with academic staff and students to develop library services and support their needs
Knowledge and awareness of the academic environment within Higher Education.
All aspects of library provision and liaison with 3 Schools in the University
Oversee the day to day running of the Library. Supervising the staff and library counter
Collection development, information literacy teaching and academic liaison in set subject areas
Subject specialisation in areas of Mathematics, Computer Science and Engineering (includes Information Science) Purchasing materials, delivering information literacy session, staffing help desk, liaison with academic staff.

Subject support to staff and students, enquiry service, lead for marketing and referencing, duty manager
Responsibility for supporting students who have disabilities and for community outreach initiatives.
All aspects of library senior management, managing the Subject Librarian team, copyright officer for the uni, lead on Open Access and the post-2014 REF, acquisitions, collection development, management of all electronic subscriptions, central contact for non-academic staff interested in attaining HEA accreditation, etc!
Management of staff and resource base for University library
Academic liaison, reading lists, enquiries, purchasing.
Pedagogy for digital and information skills; teaching material design and delivery; IT training; data development; widening participation
To develop workshops, online resources and bespoke projects based on the unique and distinctive materials based in the University Library's Special Collections for school children of all ages. To support sixth form students who require access to the University library by developing and delivering workshops and educational materials on information literacy.
To liaise between the School of Economics, Finance & Management and the Library. Manage resource collections.
I am the key link between the departments I cover and the library. I work closely with the library reps from the departments.
I manage: the learning spaces, building and facilities / a team of daytime staff who look after library memberships and customer service enquiries / the out of hours teams- weekends, midnights and 24/7. I also work closely with our Systems Manager looking after our Libraries Management System and handle the majority of circulation problems/ training / use. I am one of the main promoters of our social media platforms (Twitter/FB/Instagram) and we use these to promote events / displays / campaigns etc.

My role involves making connections between the community (including schools) and the university, with a particular focus upon Library Services and what we have to offer the public.
Responsible for the strategic management of the University Library and Heritage Collections. This comprises 6 university libraries, three museum collections, university copyright, open access publishing and (in my spare time!) cultural engagement
Management of the social science team
Overview of support for all social science academic schools
Direct liaison for Politics and Sociology/Social Policy
Engagement
To ensure the Library contributes to University strategic aims in relation to teaching and provides effective support for teaching and learning activities.
To create, deliver and evaluate pedagogically sound teaching, training and self help materials in physical and digital formats across a range of skills and service areas, and through a variety of channels.
To enhance teaching and learning through the effective management of the systems, processes and services which connect relevant library resources with the courses they support, and to ensure that these resources are maintained and developed as course requirements and learner needs change.
Managing the team who provide front line and back office support to Library users. Strategic overview of how social media is used to increase user engagement. Arranging and hosting events for a range of purposes.
Responsible for the acquisition and dissemination of learning and teaching resources, special interest and reading for pleasure collections; curation of virtual learning environment and Library social media

Lead the team which manages learning resources, skills development and research support
Academic liaison, collection management, teaching, enquiries, also outreach

Table 3: Survey Question 11a. If you selected Other, please specify

Widening participation tours of the library for selected schools
Advocacy for school librarians
Impact related exhibitions (Magna Carta, Somme), Joint projects with local council (Durham Book Festival, Lumiere)
Liaison with local Cathedral Libraries Networking with local libraries (public, school, specialist) Summer schools Alumni

Figure 24: Survey Question 21. Do you have a dedicated area of your library website which provides further information, advice and guidance about your public outreach and engagement work?

